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ABSTRACT

This handbook is intended as a practical guide for adult basic education (ABE) directors, counselors, and faculty in an effort to increase ABE student retention. Following a literature review and description of the research problem, part I contains data obtained from the four major surveys administered during a project that investigated the causes of ABE student attrition and implemented intervention strategies for increasing the retention of these students. Part II presents a number of strategies for retaining ABE students that were implemented during the project. These include student contact (excessive absence referral list, student consultations, no-show interviews, partial dropout consultations, incoming student consultations), special project (schedule change, spring quarter mini-survey), networking activities (instructor interaction, human service agency interaction), and other activities (car pool, orientation, reception, newsletter, volunteer tutors, "May Countdown"). Other contents are a theoretical model of strategies for success, implications, recommended retention strategies, and an annotated bibliography. Seven appendixes include job descriptions, survey instruments, forms and letters, enrollment figures, and special projects materials. (YLB)

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STRATEGIES FOR SUCCESS

A Study on ABE Student Retention

by

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SUMMARY

Strategies For Success: A Study on ABE Student Retention is the product of an "ABE Special Demonstration Project" funded through the North Carolina Department of Community Colleges. This project was initiated to gain knowledge about why ABE students drop out and what institutions can do to keep those students attending and learning.

A retention staff consisting of one full-time specialist and two part-time assistants was appointed to conduct this research project. The retention staff utilized two methods of data collection: 1) survey instruments were developed and administered, and 2) retention strategies were employed. The surveys were distributed to ABE students, instructors, and directors and were helpful in supplying valuable information for the study. Retention strategies were developed and tested throughout the project. These strategies not only served as effective methods of data collection but also as useful dropout intervention tools.

This handbook contains a complete description of the methods used and the results obtained from the surveys and retention strategies. The project uncovered the reasons behind student dropout for ABE students enrolled at Coastal Carolina Community College. Also, as a result of retention efforts there was a significant decrease in the dropout rate for ABE students. The

implications of this study suggest that ABE directors should closely review and examine existing program goals, policies, and staffing procedures to ensure that the needs of the ABE students are being fulfilled.

INTRODUCTION

Adult literacy education was realized in American federal policy as the Adult Basic Education (ABE) program and was originally funded through the Office of Economic Opportunity (OEO) in 1964. ABE was designed for adults, 16 years of age and older, who had completed less than 12 years of school and were not currently enrolled in public schools.

North Carolina And ABE

North Carolina was the first state to submit an ABE state plan under the original 1964 OEO legislation. Today, local ABE programs, administered through the Department of Community Colleges (DCC), serve those adults who do not have the literacy skills equivalent to an eighth grade education.

According to the 1980 census, the total population of North Carolina included 3.4 million adults, age 25 and older. More than 1.5 million of these adults never completed high school, and over 835,000 do not have an eighth grade education. Each year, about 20,000 high school students drop out without earning diplomas.

In 1984 a state-wide literacy campaign was initiated by the North Carolina Department of Community Colleges. The purpose of the campaign was twofold: 1) to help institutions recruit more adults into literacy training programs and 2) to increase the

awareness of the general public about the problem of illiteracy in North Carolina. The North Carolina Three-Year Plan for ABE (Fiscal Years 1985-88) emphasized the goal of adult literacy as a major educational priority.

The College And The Community

Coastal Carolina Community College (CCCC), under the leadership of Dr. James L. Henderson, Jr., President, has evolved from an extension of another county's technical institute into one of the fastest growing community colleges in eastern North Carolina. In 1964 the college began as an Industrial Education Center of Lenoir County Technical Institute. In 1965 the Institute was renamed Onslow County Industrial Education Center. Because of increased enrollment, community demand for more programs, and a successful bond referendum, Onslow Industrial Education Center became Onslow Technical Institute in 1967. In 1970 the Institute was granted community college status and became Coastal Carolina Community College. The 1985-86 Curriculum and Continuing Education Programs had grown to 2925 annual FTE.

Located in Onslow County in southeastern North Carolina, the college encompasses a one hundred acre campus in Jacksonville, the largest city and county seat. Jacksonville is also the home of Camp Lejeune Marine Corps Base, one of the largest military bases in the world. In 1986, the population of Onslow County was estimated at 131,000 people, with 29,077 living in the City of Jacksonville. Included in the county population are 40,000

active-duty military personnel and their families at Camp Lejeune.

Because of its committment to the community's needs, Coastal Carolina Community College recognized its obligation to serve the ABE student since the early seventies. Local statistics reveal that 33.6 percent of adults, 25 years or older, have been identified as high school dropouts, and 7,048 of these adults have completed less than an eighth grade education.

The ABE Project Grant

In an effort to address the needs of Onslow County residents lacking basic education skills, Coastal Carolina Community College initiated an intense campaign to inform and recruit students into its ABE program for the 1985/86 academic year. The recruitment campaign was very successful and resulted in increased registration of ABE students for the Fall and Winter Terms of 1985/86. However, by the end of each term, a high rate of the ABE students had dropped out. Faculty and staff working with ABE students expressed a growing concern over the dropout rate. Out of this concern, a formal proposal for a special demonstration grant to investigate and seek solutions to the problem of retaining ABE students was submitted to the Department of Community Colleges. The ABE project, "Applied Research on Retaining ABE students," was granted to the college in July, 1986. Work on the project began in September, 1986, and extended through August, 1987.

The Goal Of The Project

The retention project was designed to investigate the causes of ABE student attrition and to implement intervention strategies for increasing the retention of these students. The handbook is divided into two parts: Part I contains the data obtained from the four major surveys administered during the project and Part II presents a number of strategies for retaining ABE students that were implemented by CCCC retention staff. Since the problem of retention is shared by institutions across the state, this handbook is intended to be used as a practical guide for ABE directors, counselors, and faculty in an effort to increase ABE student retention.

LITERATURE REVIEW

The study of student retention has progressed through four stages over the past decade and a half. The four stages are 1) the design of conceptual and predictive models, 2) the use of action-oriented response, 3) the focus on organizational development, and 4) the focus on staffing.

Stage I: Conceptual And Predictive Models

First, as retention became recognized as a key factor in enrollment management, researchers turned attention to the design of conceptual and predictive models of dropouts, focusing on personal, environmental and social forces contributing to the phenomenon. Many researchers attempted to define the typology of the "high risk student". In 1971, Sainty observed 104 males in a vocational training program in Canada. Based on his findings, he developed a predictive model that included a profile of the dropout. Below are some of the characteristics that he noted:

* was less intelligent
* had a lower score in speed and accuracy, vocabulary, and comprehension on the Gates Reading Survey
* was younger
* had completed fewer grades at school
* had repeated more grades at school
* had either not attended high school or else was not likely to have taken academic courses in high school

Another researcher (Mumford,1986) has established the following description of the high school dropout who enrolls in Adult Basic Education classes ("the returning dropout"):

* the dropout is below grade level in math and reading
* has a trend of declining grades
* lacks a goal orientation to school

* is classified as a slow learner
* is easily discouraged
* manifests low self-esteem
* is categorized by teachers as uncooperative, inattentive, and unmotivated
* feels alienated, isolated, insecure, and inadequate
* does not participate in school affairs
* has poor attendance records
* has parents whose educational achievement level is low

Stage II: Action Oriented Response

Next, the emphasis of research shifted from predictive models to more action-oriented responses. Researchers documented attempts to reduce attrition with constructive programs, strategies, and approaches.

The Northern California Cooperative Research Project (NORCAL) was an action-oriented study devised to analyze factors contributing to attrition, to develop a survey instrument for predicting the likelihood of student attrition, and to implement experimental programs designed to improve retention. A consortium of two and four-year colleges was enlisted to participate in this study. The major activity of the project was the testing of experimental, action-oriented retention techniques through:

* creating special classes
* providing counseling opportunities
* learning skills and tutoring
* evaluating policies and procedures
* developing faculty training

The community colleges involved in NORCAL have taken the problem of retention seriously and devised specific strategies for addressing the issue. Listed are some of the activties and findings from the study:

Special Classes:

> Some community colleges devised special classes or workshops that included special counseling, group discussions, and assistance with reading, writing and study skills. In each case, retention figures of participants were higher than those of non-participants.

Counseling Opportunities:

> In every program in which group counseling was provided retention rates were higher for participants than for non-participants. In one special project, students who received individual counseling had a higher retention rate, a higher enrollment rate, and showed higher academic performance. Another study showed improved retention as a result of implementing tutoring services.

Administrative Evaluation:

> As a result of project findings at one community college, a program administrator recommended that "administrators review all currently effective policies and procedures in order to determine which, if any, should be revised to provide an optimal environment for personalized education of students."

Faculty Training:

> One community college conducted an in-service faculty training program to facilitate student-centered teaching methods.

A national survey entitled, "What Works in Student Retention" sought to compile and document the existing retention efforts employed by a sample of 947 two and four-year institutions. The survey was conducted in Spring 1979 by the American College Testing Program and the National Center for Higher Education Management Systems. The purpose of the survey was to identify, analyze, and compile information about campus action programs and efforts for improving student retention. The researchers conluded that there were eight important campus/student factors in student retention:

* caring attitude of faculty and staff
* high quality teaching
* adequate financial assistance (when applicable)
* student involvement in campus life
* high quality counseling and career planning services
* concern for student/institutional fit
* admissions geared to graduation
* an early-alert system

Both public and private two-year institutions cited lack of time, insufficient data, and lack of staff as the top three factors inhibiting retention efforts. Regardless of these limitations, 48% of two-year public and 53% of two-year private colleges had previously conducted research on retention (Beal and Noel, 1980).

Stage III: Principles Of Organizational Development

The third major thrust in retention research centered on principles of organizational development. Campuses began to organize and mobilize campus wide retention efforts. Community colleges across the country appointed new or existing staff, set up task forces or special committees to investigate the problem of retaining students (Coastal Carolina Community College, 1982; B.E.N. Project, 1981). In 1980, Prince George's Community College established a student retention subcommittee. One of the accomplishments of this group was the development of six criteria to be considered when launching student retention efforts (Engleberg, 1982):

1. Retention efforts should begin with strong administrative support and committment.
2. Retention efforts should include members of the entire college community with particular emphasis on incorporating faculty member and counselor input into every aspect of the process.
3. Retention efforts should be student-centered rather than

institution-centered.

4. Retention efforts should be thoroughly publicized and feedback should be sought from the entire college community.

5. Retention efforts should focus on prevention rather than on prediction.

6. Retention efforts should be an ongoing process rather than a short-lived committee.

Additional process-oriented models that suggest general steps for creating a retention plan have been developed (Creamer, Naff and Atkins, 1982). The National Adult Literacy Project offered a comprehensive organizational framework, specifically for adult education programs. This study not only provided a plan for retention, but it also addressed the broader issue of increasing program effectiveness. The goal of the project was to help adult educators identify and focus on specific needs and strategies for retention. The product of this research, Effective Adult Literacy Programs: A Practitioner's Guide (Lerche, 1985), gave a thorough model for program planning in the following areas:

* recruitment and public relations
* orientation
* counseling
* testing and assessment
* instructional methods and materials
* follow-up of students
* program evaluation
* building a resource network

Stage IV: Staff Criteria

Researchers predict that the fourth (and future) focus of research in student retention will be staffing. "The most perfectly designed program or delivery strategy will be just another curriculum or program if one has not paid attention to those people who will be executing it" (Noel, Levitz, Saluri, et al; 1987). Keller (1983) maintains that "it is people on campus - teachers, advisors, staff members - those who come face-to-face with students each day, who provide positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use."

As established earlier, the projection of a caring attitude by faculty and staff is one of the most important factors in retention. Consequently, the employment and training of appropriate staff is an integral part of the success of any program. Beal and Noel (1980) found that retention efforts are most successful when a position is created to coordinate the retention effort (i.e. "Retention Coordinator"). If it is not possible to employ additional staff, the next most effective approach is to assign the responsibility of retention efforts to existing staff. In either case, staff from several areas should be brought together to form a central team.

The use of counselors/advisors is another staffing technique that has been recommended by several researchers (Ashley and Norsworthy, 1971; Jessee and Long, 1973). "An effective advising program is one of the most fundamental retention strategies available today" (Noel and Levitz, 1987). Creamer (1980)

developed a model for advising for retention which proposed that educational advising programs be designed to provide accurate, consistent, useful information to students.

Institutional staffing to include quality instructors is highly recommended by most researchers. The basic concept of How To Hold Students (Taylor, 1983) is that retention is an indicator of quality teaching. In his book, Taylor outlines specific strategies instructors should use in working with adult students. Both Taylor and Burnham (1983) agree that instructors should facilitate open communication, provide emotional support and sensitivity, and use stimulating teaching methods. Lerche (1985) also discusses the role of the teaching staff and makes specific suggestions for pre-service and in-service training.

* * *

Although many of the reviewed materials have provided insight and could be applied to retention issues in any academic setting, there is a minimal amount of literature on the retention of ABE students. The need for additional and continued research in this area is evident. The North Carolina Community College System, along with other public and private agencies in the U.S. that administer ABE programs, is responsible for this process of ongoing research and evaluation.

THE CHALLENGE

Adults entering Adult Basic Education programs are individuals who have dropped out of primary and secondary educational systems. It is necessary for educators of these adult students to be knowledgeable of the motivating forces that lead them to become dropouts and the characteristics these students share as a result of that experience.

Coastal Carolina Community College (CCCC) conducts ABE classes on its main campus in Jacksonville and on extension sites throughout Onslow County. During the 1985/86 academic year at Coastal, the dropout rate for ABE students on-campus was over 50%, but the dropout rate for ABE students off-campus was less than 30%. With such a high on-campus dropout rate, CCCC felt the need to direct its efforts to the retention of these ABE students.

"Applied Research on Retaining the ABE Student" was designed to investigate the problem of retention. To implement this project one full-time retention specialist and two part-time retention assistants were employed to carry out the objectives of the study (see Appendices A-1 and A-2 for job descriptions).

THE OBJECTIVES

1. To research systematically the reasons why ABE students drop out
2. To develop and field test intervention techniques created or modified for CCCC students
3. To demonstrate that the number of ABE dropouts can be decreased by a target goal of 75 percent at CCCC as a result of the project's research
4. To develop an ABE retention HANDBOOK for distribution to the 58 DCC institutions
5. To strengthen the human service agency network in the Service Area of Coastal Carolina
6. To include in the retention HANDBOOK a documentation of human service agency network participation in the project, as a useful model to other DCC institutions

LIMITATIONS OF THE STUDY

There were three factors that limited this study: 1) time, 2) the nature of the population, and 3) the availability of literature.

The first limitation was the time element. In order to allow adequate time for publication, the target completion date for the handbook was June, 1987. As a result, the research phase of the project was limited to ten months in which the study was to be carried out and the handbook composed. These time constraints prohibited thorough search and review of the literature prior to the beginning of the project's activities and prevented opportunity for comparison of off-campus and on-campus students. Additional time for these activities may have facilitated an increased understanding of the issues related to ABE student retention.

The second limitation of the study was the nature of the population. Many ABE students at CCCC are military affiliated. The transient nature of this group made it very difficult to locate the former students who were enrolled from Fall 1985 to Summer 1986. Unless the survey correspondence was routinely forwarded by the postmaster, these students were excluded from the study. The findings may be somewhat biased due to their exclusion.

The third limitation of this project was the scarcity of previous research on retaining ABE students. More research literature on this topic may have provided additional insight into the problems specific to the ABE student.

DEFINITIONS OF OPERATIONAL TERMS

Adult Basic Education (ABE): For the purposes of this study, the population of Adult Basic Education students also includes adults classified as General Educational Development (GED) and Adult High School (AHS).

Current Student: A student currently enrolled in ABE classes.

General Studies Center (GSC): The GSC is an individualized study center for all adults. Coordinators are available to assist and/or tutor any person who may need help.

No Show: A student who registers for a particular class(es) but never attends.

Non-continuing student: Any student who fails to complete the quarter of enrollment, also referred to as a dropout.

PART I

SURVEYS

METHODOLOGY

The development of four survey instruments was essential to the collection of data from ABE students, instructors, and administrators.

First, the Survey of Non-Continuing Students was designed to determine the causes of student attrition. The population for this survey included 1) students who discontinued on-campus classes during the year prior to the project, from Fall 1985 to Summer 1986; and 2) those students who discontinued on-campus classes during Fall 1986 and Winter 1986/87.

Secondly, the Survey of Current Students was developed to identify potential problem areas that could affect the attendance of currently enrolled ABE students. The students who were administered this survey were enrolled on-campus during Fall 1986 and Winter 1986/87.

The purpose of the third survey instrument, the ABE Instructor Survey, was to evaluate the relationship between instructor effectiveness and student retention.

The fourth survey, the ABE Director Survey, was used to identify the intervention/retention strategies employed by other community and technical colleges. The population surveyed was the 58 DCC institutions in the state of North Carolina.

During the construction of these four survey instruments, major consideration was given to the goals and objectives of the study and to the utilization of survey results to increase the retention of ABE students.

1. Survey of Non-Continuing Students

Non-Continuing refers to those students who failed to complete the quarter in which they were enrolled. The "Survey of Non-Continuing Students" (see Appendix B-1) was developed to include demographic information pertaining to ABE students and to identify the students' reasons for discontinuing ABE classes. The survey also rated questions to discern the students' levels of satisfaction with the ABE classes. To allow for the lower reading levels of ABE students, special consideration was given to the language and format used on the questionnaire.

Non-Continuing students were categorized according to dates of enrollment. Table 1 below shows the total dropout population for each time period:

Table 1.
Dropout Population for the Survey of Non-Continuing Students

FALL 85 - SUMMER 86	FALL 86	WINTER 86-87
235 (unduplicated)	102	89

All of the non-continuing students were mailed surveys and assured that the information provided would be kept confidential and used only for the purposes of the study. Second and third mailings followed as necessary, and the retention staff contacted other non-respondents by telephone. Responding students were sent acknowledgement letters that included ABE registration information for the next quarter.

2. Survey of Current Students

During Fall and Winter Quarters, current students were identified from registration records as being currently enrolled in ABE classes. The number of current students at the time the surveys were administered is listed for each term in the table below:

Table 2.
Student Population for The Survey of Current Students

FALL 86	WINTER 86-87
137	106

The "Survey of Current Students" (see Appendix B-2) included the same demographic information and indicators of student satisfaction as the "Survey of Non-Continuing Students." The survey for the current student population also sought identification of problem areas experienced by ABE students. The lower reading levels of ABE students was another consideration during survey development.

The survey was administered in the classrooms, and the instructors were not present. The students were given the same assurance of confidentiality provided to the non-continuing students. The project interviewers were present to answer questions and to encourage thorough completion of the survey. Students who were absent at the time the survey was given were scheduled for office appointments in order to complete the survey.

3. ABE Instructor Survey

The "ABE Instructor Survey" (see Appendix B-3) concentrated on three areas:

1) instructor satisfaction with training programs and instructional resources
2) retention techniques being used in the classrooms
3) instructor opinion on factors that contribute to the retention of ABE students

The surveys were distributed to 15 off and on-campus instructors. Instructors received a survey for each class they conducted, resulting in a total dissemination of 18 surveys. To insure confidentiality, instructors were asked not to include their names on the surveys. Surveys were not coded to identify instructors, but were labeled to distinguish between off and on-campus classes.

4. ABE Director Survey

The "ABE Director Survey" (see Appendix B-4) was developed to determine reasons for student drop out, retention strategies employed, and adequacy of human service agency networking activities. Questions to find the number of ABE students (unduplicated headcount) and the estimated percentage of dropouts were also included. Surveys were distributed to ABE Directors at all 58 DCC institutions.

RESULTS

1. Survey of Non-Continuing Students

The table below shows the return rate for the Survey of Non-Continuing Students:

Table 3.
Survey of Non-Continuing Students' Response Rate

	Fall 85 to Summer 86	Fall 86	Winter 86/87
# of students mailed surveys	235	102	89
# of surveys completed and returned by students	69 (29%)	44 (43%)	45 (51%)
# of surveys returned by Post Office	49 (20%)	13 (13%)	4 (4%)
# of unreturned surveys	117	45	40

Section One contained the demographic information obtained from the surveyed students. The information showed the highest percentages of dropouts throughout the study to be female (73%), age 16-25 (51%), white (56%), married (45%), and unemployed (54%). The military status of the dropouts was closely identified as civilian (49%) and military dependents (45%). Most of the students resided with their spouse and children (42%) and completed at least the tenth grade (58%). As shown on Table 4, these findings are evident for each of the three time periods as well as for the combined survey figures.

Table 4.
Survey of Non-Continuing Students
Section 1: Demographic Information
n = 158

	Fall 85 - Summer 86	Fall 86	Winter 86/87	Total
Sex				
male	21	8	13	42
female	48	36	32	116 (73%)
Age				
16 - 25	36	24	21	81 (51%)
26 - 35	22	14	14	50
36 - 45	7	4	6	17
46 & over	4	2	4	10
Race				
Asian	8	4	10	22
Black	16	11	9	36
Hispanic	1	4	3	8
Indian	0	3	0	3
White	44	22	23	89 (56%)
Other	0	0	0	0
Marital Status				
Single	24	11	21	56
Married	30	21	20	71 (45%)
Separated	5	8	2	15
Divorced	9	4	2	15
Widowed	1	0	0	1
No response	0	0	0	0
Employment				
Full-time	23	8	14	45
Part-time	8	9	8	25
Unemployed	36	26	23	85 (54%)
Retired	1	1	0	2
No response	1	0	0	1
Military Status				
Active duty	2	2	1	5
Military dependent	33	17	21	71 (45%)
Civilian	34	22	21	77 (49%)
No response	0	3	2	5
Living Arrangements				
Alone	5	3	5	13
W/parents	17	10	9	36
W/spouse & children	32	17	18	67 (42%)
W/children, not spouse	9	6	5	20
W/friends or relatives	6	4	8	18
No response	0	4	0	4
Grades completed				
1 - 3	2	0	0	2
4 - 6	7	2	0	9
7 - 9	19	17	16	52
10 - 12	41	24	27	92 (58%)
No response	0	1	2	3

Section Two of the survey identified students' reasons for discontinuing ABE classes. Overall, the five problem areas most frequently experienced were transportation (28%), child care (31%), class time conflicts with work hours (18%), family problems (16%), and financial problems (16%). The table below lists major problem areas and the number of responses for each time period:

Table 5.
Survey of Non-Continuing Students
Section 2: Top 5 Problem Areas

n = 158	Fall 85 to Summer 86	Fall 86	Winter 86/87	Total
Transportation	22	12	11	45 (28%)
Child care	18	9	8	35 (31%)*
Conflict with work hours	10	7	12	29 (18%)
Family	14	7	5	26 (16%)
Financial	10	7	8	25 (16%)

*31% was based on the number of females(116)who participated in the survey.

Section Three of the survey included questions to measure the students' levels of satisfaction with the ABE classes. Overall, 53% of the surveyed students were enrolled in day classes, and 77% were first-time dropouts. The majority of students (79%) felt the classes met their expectations; and a combined 67% of students responded that their grades were as good as or better than expected. The students (42%) rated the instructors as good, and almost half (46%) felt that all of their instructors showed personal interest in them. Forty-six percent

of the dropouts did not feel a counselor would have helped them, and 67% planned to complete the ABE/GED program. Table 6 shows that the figures are similar for each time period as well as for the overall combined totals.

Table 6.
Survey of Non-Continuing Students
Section 3: Class Information and Satisfaction Levels
n = 158

	Fall 85 - Summer 86	Fall 86	Winter 86/87	Total
Were you enrolled in				
day classes	33	27	23	83 (53%)
night classes	29	14	22	65
both	6	3	0	9
no response	1	0	0	1
Is this the first time you have dropped out of this program?				
yes	50	34	37	121 (77%)
no	18	9	7	34
no response	1	1	1	3
Were the classes what you expected?				
yes	50	34	41	125 (79%)
no	11	6	2	19
no response	8	4	2	14
How were your grades?				
as good as I expected.	21	20	21	62 (39%)
better than I expected.	21	11	13	45 (28%)
worse than I expected.	3	4	1	8
I did not receive any grades	19	7	9	35
no response				
How would you rate your insructors?				
very good	21	17	17	55
good	24	18	24	66 (42%)
fair	13	6	2	21
poor	2	1	1	4
no response	9	2	1	12
How many of your instructors showed a personal interest in you and the other students?				
all of them	25	22	25	72 (46%)
some of them	27	16	15	58
none of them	7	3	0	10
no response	10	3	5	18
Do you think a discussion with a program counselor would have helped you?				
yes	31	16	14	61
no	25	19	28	72 (46%)
no response	13	9	3	25
Do you still plan to complete the program?				
yes	43	29	34	106 (67%)
no	11	3	2	16
undecided	12	9	8	29
no response	3	3	1	7

2. Survey of Current Students

The response rate for the second survey used in the project is listed on the table below:

Table 7.
Survey of Current Students' Response Rate

	Fall 86	Winter 86/87
# of students enrolled at the time survey was administered	137	106
# of students surveyed	109 (80%)	90 (85%)

Section One of the survey identified the demographic characteristics of the students enrolled during Fall 1986 and Winter 1986/87. Overall, the highest percentages of respondents were female (76%), white (48%), age 16-25 (48%), married (58%), and unemployed (61%). The military status of the students was evenly distributed for civilians and military dependents (47% each). The majority of students lived with their spouses and children (57%), and 61% completed at least the tenth grade. Table 8 shows that these findings were constant for each quarter.

Table 8.
Survey of Current Students
Section 1: Demographic Information
n = 199

	Fall 86	Winter 86/87	Total
Sex			
Male	26	22	48
Female	83	68	151 (76%)
Age			
16-25	57	39	96 (48%)
26-35	40	30	70
36-45	6	11	17
46 & over	6	10	16
Race			
Asian	18	19	37
Black	24	22	46
Hispanic	11	7	18
Indian	1	0	1
White	55	41	96 (48%)
Other	0	1	1
Marital Status			
Single	38	24	62
Married	59	57	116 (58%)
Separated	5	4	9
Divorced	6	2	8
Widowed	1	3	4
No Response	0	0	0
Employment			
Full-time	22	20	42
Part-time	19	15	34
Unemployed	68	54	122 (61%)
Retired	0	1	1
No Response	0	0	0
Military Status			
Active duty	1	2	3
Military dependent	53	40	93 (47%)
Civilian	47	46	93 (47%)
No response	8	2	10
Living Arrangement			
Alone	5	6	11
W/parents	29	16	45
W/spouse & children	59	55	114 (57%)
W/children, not spouse	6	5	11
W/friends or relatives	10	8	18
No response	0	0	0
Grades Completed			
1 - 3	0	0	0
4 - 6	5	4	9
7 - 9	27	40	67
10 - 12	76	46	122 (61%)
No response	1	0	1

Section Two of the survey rated the students' levels of satisfaction with the ABE classes. Overall, 58% of the surveyed students attended day classes, and self-motivation influenced the majority (72%) of students to enroll. Although 69% were first-time students, 45% of the remaining students attended the previous quarter. Most of the students were enrolled in three classes (43%) and felt that the classes met their expectations (89%). A combined 87% percent felt that their grades were as good as or better than expected, and 92% were satisfied with their rate of progress. Student satisfaction with all instructors was high (73%), and 87% felt that the instructors showed a personal interest in them. Eighty percent of the students showed a positive response to the need for counseling assistance. The figures shown on Table 9 are similar for each quarter the survey was administered.

Table 9.
Survey of Current Students
Section 2: Class Information and Satisfaction Levels
n = 199

	Fall 86	Winter 86/87	Total
day classes	65	48	113 (57%)
night classes	41	39	80
both	3	3	6
no response	0	0	0
Who influenced you to enroll?			
parents	2	11	13
spouse	9	10	19
friends	10	1	11
counselor	1	1	2
employer	3	0	3
advertising	4	0	4
self	79	64	143 (72%)
other	1	3	4
no response	0	0	0
Why did you enroll?			
for GED	67	70	137 (69%)
for AHS diploma	30	11	41
to improve present skills	12	9	21
no response	0	0	0
Is this your first quarter?			
yes	71	47	118 (59%)
no	37	43	80
no response	1	0	1
If no, when were you last enrolled?			
last quarter	8	28	36 (45%)
6 months to 1 year	22	4	26
more than 1 year	6	7	13
no response	1	4	5
How many classes are you taking?			
1	21	13	34
2	47	32	79
3	41	45	86 (43%)
Have the classes been what you expected?			
yes	98	80	178 (89%)
no	10	9	19
no response	1	1	2
How were your grades?			
as good as I expected	33	33	66 (33%)
better than I expected	57	50	107 (54%)
worse than I expected	4	3	7
did not receive any grades	14	4	18
no response	1	0	1
Are you satisfied with your rate of progress?			
yes	96	88	184 (92%)
no	12	2	14
no response	1	0	1
How do you feel about your instructors?			
Satisifed with all of them.	67	78	145 (73%)
Satisfied with some of them.	38	12	50
Not satisfied with any of them.	3	0	3
no response	1	0	1
Have your instructors shown a personal interest in you?			
yes	95	78	173 (87%)
no	11	10	21
no response	3	2	5
Do you think the services of a counselor would help you?			
yes	82	78	160 (80%)
no	26	12	38
no response	1	0	1

Section Three of the survey listed problem areas often experienced by students. Although the majority of students did not indicate any difficulties, the most frequently identified problem area was time management. The responses are shown on the following table:

Table 10.
Survey of Current Students' Problem Areas
n = 199

	Fall 86				Winter 86/87			
	Problem	Not A Problem	Undetermined	No Response	Problem	Not A Problem	Undetermined	No Response
Managing my time	24	80	5	0	19	64	6	1
Classwork too difficult	7	95	7	0	5	82	3	0
Classes meet too often	3	104	2	0	6	80	4	0
Instructor/Student relations	6	98	5	0	0	90	0	0
Health/Medical problems	10	99	0	0	6	81	3	0
Transportation	16	91	2	0	8	77	5	0
Finding child care	8	97	3	1	6	81	3	0

3. ABE Instructor Survey

Of the 18 surveys that were distributed (8 off-campus and 10 on-campus) 13 were returned (6 off-campus and 7 on-campus), resulting in a 72% response rate. The most common responses given on many of the survey questions were identical for both off and on-campus instructors. However, there were several questions on which the responses of the two groups differed:

* The instructors on-campus taught more hours per week than the off-campus instructors.
* The off-campus instructors felt that they had received enough pre-service training and preparation, whereas the on-campus instructors felt that they had not received adequate preparation.
* Off-campus instructors responded that they did not have adequate facilities and were not satisfied with the materials and supplies available to them. However, the on-campus instructors expressed satisfaction with both facilities and supplies.
* The on-campus instructors listed, overall, that they did not explore and record the personal goals of their students, whereas the off-campus instructors reported that they did engage in this activity with their students.
* Off-campus instructors estimate their quarterly dropout rate to be 10-20%, while on-campus instructors estimate a higher rate of 40-50%.

Table 11 compared the most popular survey responses given by off and on-campus instructors:

Table 11.
ABE Instructor Survey
Most Frequent Responses Given by Off and On Campus ABE Instructors

	Off-Campus	On-Campus
# of surveys returned	6	7
Length of time in program:	2 yrs. or less	2 yrs. or less
Teaching hrs./wk.:	less than 10 hrs.	15 -20 hrs.
Pre-service information/ training	did receive enough information	did not receive enough information
Classroom facilities:	not adequate	adequate
Materials and supplies:	not satisfied	satisfied
Does instructor effectivenss play a role in retention?	Yes	Yes
Top 3 instructor qualities that contribute to retention:	Knowledge of material, flexibiity, caring attitude	Understanding/good communication skills, knowledge of subject area, enthusiasm
Is present teacher evaluation helpful?	Not applicable	Yes
Do you check initial student placement?	Yes	Yes
Do you explore and record goals?	Yes	No
How often do you praise students?	Daily	Daily
Frequency of student progress reports:	Daily	Daily/weekly--same response number
Use of retention strategies:		
Personal counseling	x	x
Academic counseling	x	x
Correspondence	x	x
Phone contact	x	x
Reinstatment	N/A	x
Other	--	--
Estimated drop-out rate:	10-20%	40-50%
Top ranking problem areas:	Child care Transportation Health/medical problem Family problems Conflict w/ work	Transportation Child care Lack of motivation Family problems Health/medical problem
Has the Retention Staff been effective?	N/A	Yes
Counseling for students is:	Very important	Very important/ somewhat important--a difference of 1 response
Most important/effective type of counseling?	all types	personal and career
Would volunteers benefit students?	Yes	Yes

*The x indicates that the retention strategy was used to some degree of frequency by the instructors.

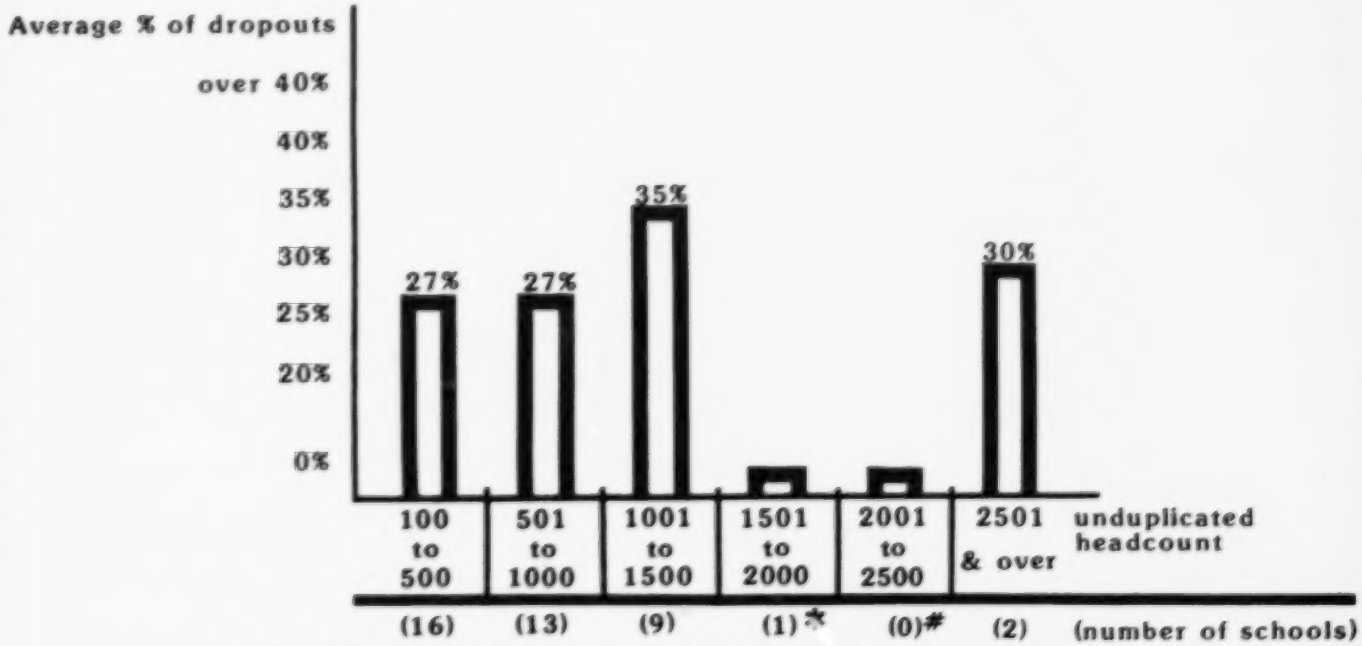
4. ABE Director Survey

Surveys were completed by ABE Directors from 41 of the 58 North Carolina community and technical institutions resulting in a response rate of 71%. The findings indicate that these institutions on the average lose more than one-fourth of their ABE students. The figure below compared the ABE enrollments with dropout rates:

Figure 1.

ABE Director Survey

Average Percentage of Dropouts for Surveyed Institutions



*No unduplicated headcounts fall into this category.
#No data is available on dropouts.

Table 12 shows the three main reasons that ABE Directors list as the causes of student drop out in the ABE program. Out of 41 surveys returned, 66% responded that transportation (lack of) is a reason students drop out of the ABE program. Fifty-four percent felt that students' lack of interest and motivation are reasons for their dropping out of the program. Fifty-one percent responded that employment, either a conflict between the work and class schedule or having found employment, is a reason for students dropping out of the ABE programs.

Table 12.
Reasons ABE Directors Feel Students Drop Out of ABE Programs

Lack of transportation	27(66%)
Students' lack of motivation	22(54%)
Employment conflict	21(51%)

Student follow-up, quality instruction/concern for students by instructors, and counseling were the three retention strategies that were the most successful of those used by the DCC institutions (see Table 13). Sixty-three percent of the directors responded that quality instruction and the instructor's concern for the student are successful retention strategies. Sixty-one percent responded that student follow-up (by instructors or recruiters through phone, letter or home visit) is a successful retention strategy. Counseling is a successful retention strategy for 27% of the institutions surveyed.

Table 13.
Retention Strategies

Quality instruction/Instructor concern for the students	26 (63%)
Student follow-up	25 (61%)
Counseling/feedback and goal-setting	11 (27%)

The three Human Service Agencies that were most often listed by ABE Directors as providing referral and other types of services are the Department of Social Services (54%), Employment Security Commission and other Job Service agencies (51%), and Community Services, ie. churches, libraries and community agencies (46%) (see Table below). A complete listing of human service agencies given by the survey respondents are listed in Appendix F-1.

Table 14.
Human Service Agency Assistance

Department of Social Services	22 (54%)
Employment Security Commission	21 (51%)
Other Community Agencies, such as churches, libraries, etc.	19 (46%)

PART I CONCLUSIONS

1. **THE TYPICAL CURRENT STUDENT HAS A "HIGH RISK" OF BECOMING A NON-CONTINUING STUDENT.**

   Based on results from the Survey of Non-Continuing Students and the Survey of Current Students, the demographic profiles of non-continuing and current students are identical:

   Sex: female
   Age: 16-25
   Race: white
   Marital Status: married
   Employment: unemployed
   Military Status: military dependent or civilian
   Living Arrangements: with spouse and children
   Grades completed: 10-12

   The demographics of this survey population are representative of the population of students enrolled during Fall 1986, Winter 1986/87, and Spring 1987 (see Appendices E-1, E-2, E-3).

2. **CURRENT STUDENTS ARE EITHER UNABLE TO ARTICULATE OR DO NOT HAVE AN AWARENESS OF THE PROBLEM AREAS THAT AFFECT THEIR ABILITY TO CONTINUE IN ABE CLASSES.**

   On the Survey of Current Students, an overwhelming majority of students indicated that the problem areas listed were "not a problem" for them. However, students given the Survey of Non-Continuing Students responded in significant numbers to the problems areas listed.

3. **NON-CONTINUING STUDENTS VIEW THEIR DECISION TO DISCONTINUE CLASSES AS THEIR ONLY ALTERNATIVE.**

Non-continuing students indicated that they did not feel that the services of a counselor would have helped them. This implies that there were no perceived solutions or alternatives to the difficulties that these students were experiencing. In comparison, the current students responded that the services of a counselor would be beneficial.

4. **CHILD CARE AND TRANSPORTATION (NON-SCHOOL RELATED FACTORS) ARE RECOGNIZED BY ABE STUDENTS, INSTRUCTORS, AND DIRECTORS AS MAJOR PROBLEM AREAS THAT CONTRIBUTE TO ATTRITION.**

Based on the responses from the Survey of Non-Continuing Students, child care and transportation were most frequently noted as problem areas (see Table 5). In addition, the ABE instructors surveyed ranked child care and transportation as the top factors they felt contributed to attrition. Futhermore, 66% of ABE directors also listed transportation as a principal cause of student attrition.

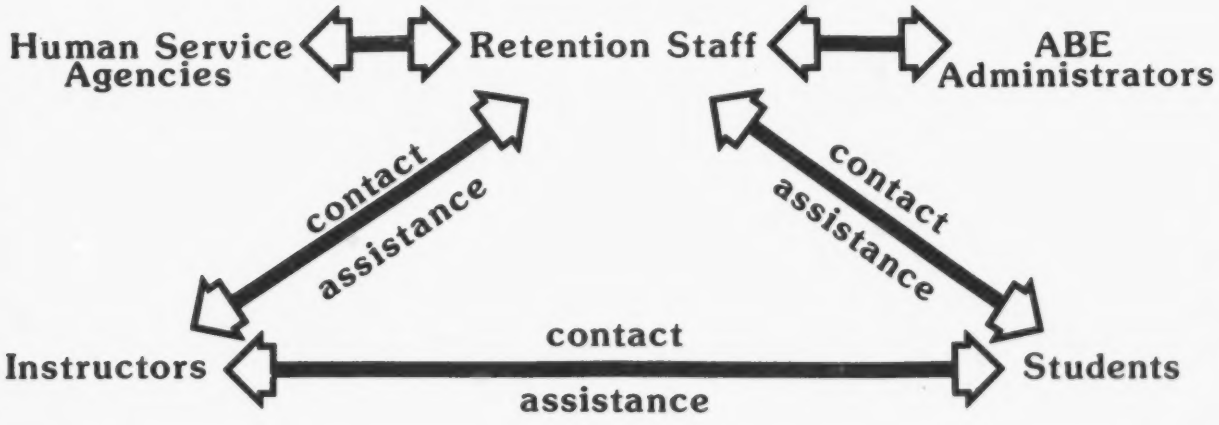
PART II

RETENTION STRATEGIES

METHODOLOGY

In order to accomplish the objectives, input from students, instructors, and ABE administrators was imperative. Retention strategies were developed and implemented to improve student retention through the provision of services for students. Human Service Agency networking was also essential to familiarize the retention staff with community services. The following figure illustrates the interaction process utilized during the project to facilitate the retention efforts:

Figure 2.
Chain of Interaction



Numerous retention strategies were implemented based on the interaction process, program observation, and survey data. The retention staff served as counselors for the students, and student contacts were documented in files which were established each quarter for all enrolled students. Each strategy is discussed and results are presented in this section for the four areas outlined below:

RETENTION STRATEGIES

I. Student Contact

- A. Excessive Absence Referral List
- B. Student Consultations
- C. No-Show Interviews
- D. Partial Dropout Consultations
- E. Incoming Student Consultations

II. Special Project

- A. Schedule Change
- B. Spring Quarter Mini-Survey

III. Networking Activities

- A. Instructor Interaction
- B. Human Service Agency Interaction

IV. Other Activities

- A. Car Pool
- B. Orientation Reception
- C. Newsletter
- D. Volunteer Tutors
- E. "May Countdown"

I. Student Contact

A. Excessive Absence Referral List

During Fall 1986 and Winter 1986/87 students were allowed four consecutive or a total of eight absences before being dropped. The excessive absence referral list (see Appendix C-1) was developed to reach those students who had excessive absences.

After a student accumulated two consecutive or four cummulative absences, the instructor would submit the student's name to the retention staff. Initial contact was attempted by telephone (see Appendix C-2). If the student did not have a telephone or if contact was not possible after several attempts, a letter (see Appendix C-3) was mailed to the student. The table below shows the number of student contacts made by telephone or correspondence:

Table 15.
Student Contacts

	Fall 86	Winter 86/87	Spring 87
Telephone	88	104	57
Correspondence	93	154	144
Total	181	258	201

The correspondence mailed to absent students expressed concern for the students' absences and included a review of the attendance policy. Students were also encouraged to utilize the counseling services provided by the retention staff. In all student correspondence, the retention staff members used the more familiar, less intimidating, term of counselor.

Because the program length was changed in Spring 1987 from 77 to 44 hours, the attendance requirement was reduced. The new policy stated that the students were allowed a total of three absences. As a result, the retention staff deemed it necessary to contact students after each absence. The same procedures for contacting students employed during Fall and Winter were implemented for Spring.

This retention strategy was beneficial in determining why students were absent from class and enabled the retention staff to offer assistance. The contacts also increased student awareness of available counseling.

The five problem areas most frequently given by absent students when contacted by telephone follow in Table 16 below:

Table 16.
Student Telephone Contacts
Top Five Problem Areas

	Percentge of Contacts		
Problem Areas:	Fall 86 n = 88	Winter 86-87 n = 104	Spring 87 n = 57
Health/Medical	28%	27%	40%
Personal/Family	27%	15%	32%
Transportation	15%	11%	18%
Class time conflict with work hours	10%	12%	-
Child care	9%	-	16%
Academic counseling needs	-	10%	-
Managing personal responsibilities	-	-	16%

n = number of telephone contacts per quarter

The phone contacts for each quarter revealed that health/medical problems were cited more frequently than any of the other problem areas that appear in Table 16. For Fall Quarter health/medical problems were reported in 28% of the phone contacts. Health/medical problems were reported in 27% of the Winter Quarter phone contacts and 40% of the Spring Quarter phone contacts.

Many of the problem areas listed in Table 16 are the same for each quarter. Academic counseling needs, however, was reported most frequently during Winter Quarter. The problem of managing personal responsibilities was reported most frequently during Spring Quarter. Overall, there were 249 phone contacts made: eighty-eight for Fall Quarter, one hundred four for Winter Quarter, and fifty-seven for Spring Quarter.

B. Student Consultations

In order to accomplish direct contact with students, the retention staff was available for student consultations. The consultations were initiated by instructor referrals (see Appendix C-5), student requests, and referrals from coordinators from the General Studies Center (an individualized study center for all adults). Personal and academic counseling was provided during these consultations. All consultations were documented in the students' files (see Appendix C-6).

Student consultations were an effective strategy for offering direct assistance to students. Table 17 lists the five problem areas most frequently cited during student consultations:

Table 17.
Student Consultations
Top Five Problem Areas

Problem Areas:	Fall 86 n = 40	Winter 86/87 n = 27	Spring 87 n = 28
Academic counseling needs	60%	22%	25%
Personal/Family	20%	22%	18%
Health/Medical	18%	15%	-
Instructor/Student relations	15%	11%	-
Class time conflicts with work hours	10%	22%	18%
Managing personal responsibilities	-	-	15%
Financial problems	-	-	11%

n = number of consultations per quarter

The student consultations for each quarter revealed that academic counseling needs was the problem encountered more frequently than the other problem areas that appear in Table 17. Academic counseling needs accounted for 60% of the student consultations Fall Quarter, 22% for Winter Quarter, and 25% for Spring Quarter. Many of the academic concerns of the ABE students centered around GED policies and testing requirements. Although Wide Range Achievement Test (WRAT) scores place a large majority of students below eighth grade level, most students were anxious to take the GED (see Appendix E-4).

Many of the five problem areas listed in Table 17 are the same for each quarter. The areas that differ are managing personal responsibilities and financial problems. Both of these problems were frequently reported during Spring Quarter.

The majority of the problems recognized by the students in both the phone contacts (Table 16) and the student consultations (Table 17) are personal, non-school related problems. This was also evident in the results from the non-continuing student surveys (see Table 5).

C. No-Show Interviews

No-shows were defined as students who registered for a particular class(es) but never attended. Interviews were conducted with no shows by telephone. Individuals who did not have a telephone or could not be reached after several attempts were mailed the interview questions in survey form.

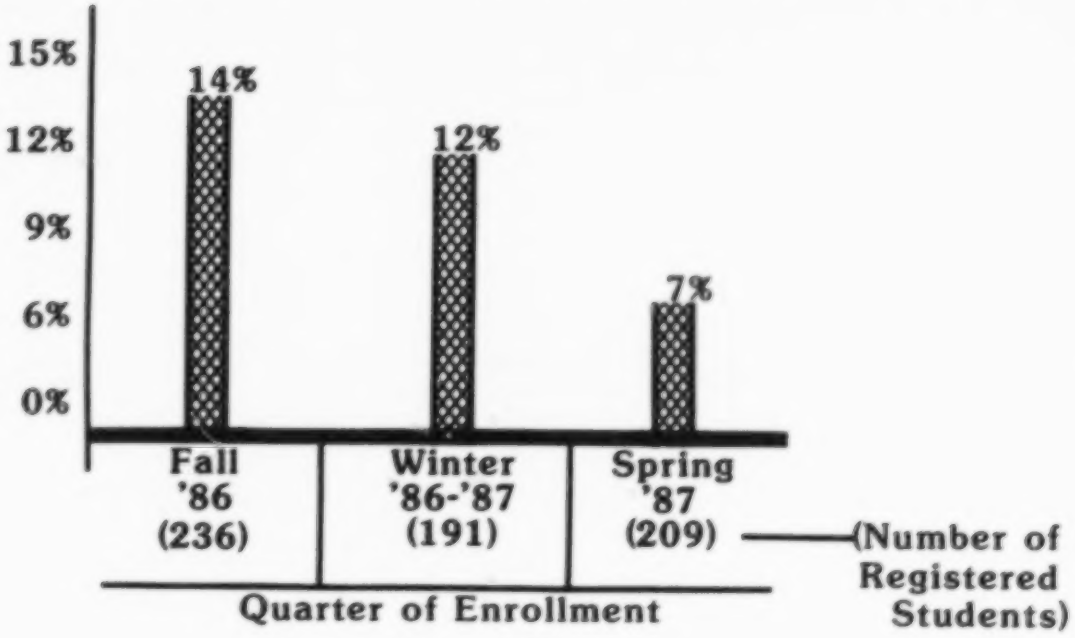
The purpose of the interview was to ascertain students' reasons for not attending the first class meeting and to determine their interest in returning to the program. Registration dates for the upcoming quarter were also provided for the respondents.

During Spring Quarter, in order to bring no-shows into the classroom, the retention staff telephoned those individuals who did not attend the first class meeting. The retention staff hoped that this strategy would help students realize the staff's concern for their educational needs. (No-shows are defined as an isolated group and are not to be confused with non-continuing students.)

The percentage of students who registered for classes but never attended has decreased each quarter during the ABE retention project. Of the total student enrollment, no-shows

comprised 14% for Fall 1986, 12% for Winter 1986/87, and 7% for Spring 1987. The graph below (Figure 3) shows a reduction of 50% for the percentage of no-shows, after telephone interviews were employed:

Figure 3.
Quarterly Percentage of No-Shows



The response rate for no-show interviews was 47% for Fall Quarter and 42% for Winter Quarter. Problem areas that were identified by the no-show students were varied. The two most frequently identified were work schedule conflict (Fall 33%, Winter 40%) and transportation problems (Fall 20%, Winter 20%). Of the respondents, 67% Fall and 30% Winter had previously attended ABE classes. As shown on the table below, 80% of the Fall students and 70% of the Winter students indicated an interest in returning to ABE classes.

Table 18.
No-Show Interview Results

	Quarter of Enrollment Fall 86	Winter 86/87
Number of No-Shows	32	24
Percent of No-Shows Responding	47%	42%
Problem Areas:		
Work Schedule Conflict	33%	40%
Transportation	20%	20%
Previously attended ABE classes	67%	30%
Continuing Interest in ABE classes	80%	70%

D. Partial Dropout Consultations

Students who found it necessary to drop one class yet remain in other classes were scheduled for brief interviews. The purpose of these interviews was to determine the reason for the partial drop and to identify additional problems that could hinder class attendance (see Appendix C-10).

Frequently, the adult learners had completely dropped out before retention consultations could be scheduled. Also, the delays in processing the drop notices caused some non-continuing students to be incorrectly identified as partial dropouts. Consequently, this retention strategy was discontinued.

E. Incoming Student Consultations

All of the new incoming Winter Quarter students were scheduled for office consultations (see Appendix C-11). The purpose of these meetings was to discuss the students' goals, to review the attendance policy, to explain retention follow-up, and to acquaint the students with all ABE services.

During Spring Quarter the new student consultations were limited to females between the ages of sixteen and twenty-five. The retention staff determined from collected data that this group was at "high risk" for student dropout. All information gathered from the consultations was recorded in each student's file.

Although the incoming student consultations were not determined to be a factor in decreasing the student dropout rate, they were an important aspect of student/retention staff

interaction. These consultations enabled the retention staff to become involved with students on a more personal level. By meeting with the new incoming students early in the quarter, open communication could be established immediately. The consultations enabled students to see what a meeting with a counselor would be like. The retention staff hoped that this initial encounter would motivate students to return to the retention staff if a problem should arise.

II. Special Projects

A. Schedule Change

After studying the information received from the surveys and student contact, the retention staff recommended a more flexible schedule to alleviate some of the problems causing low retention. Instructors and administrators worked closely together to implement a new schedule. Committees were formed to revise syllabii in each subject area in order to accommodate the new schedule. Placement tests were re-evaluated and replaced by tests that were better suited for the new placement levels.

At the beginning of the ABE project, a 77 hour class schedule with day students attending five days a week and evening students attending four nights a week was in effect (see Appendix D-1). Thus, students were attending every day even if only taking one class. For Spring Quarter, the ABE staff implemented the new schedule reducing each class to 44 hours (see Appendix D-2). This change enabled students to attend classes two days or nights per week.

To assist students needing extra help or review, Friday labs were offered. These labs were supervised by instructors and provided students with the opportunity for additional individualized instruction.

B. Spring Quarter Mini-Survey

Spring Quarter students were polled to determine their reaction to the new class schedule. One hundred of the one hundred ninety-five enrolled students completed a mini-survey (see Appendix D-3). Demographic findings as to race, sex, age, employment, marital status, and military status are charted below. Because the student sample included one hundred students, these figures also represent the actual percentages.

Table 19.
Spring Quarter Mini-Survey
Demographic Information

Age:	16-25	26-35	36-45	46+	Unknown	
	52*	22	14	6	6	
Sex:	Male	Female				
	27	73*				
Race:	Asian	Black	Hispanic	Indian	White	Other
	19	18	9	1	52*	1
Marital Status:	Single	Married	Separated	Divorced	Widowed	No Resp.
	27	53*	10	6	1	3
Employment:	Full	Part	Unempl.	No Resp.		
	21	13	63*	3		
Military Status	Active	Dep.	Civilian	No Resp.		
	3	46*	42	9		

*Indicates highest percentage for each classification.

These figures (as indicated by the highest percentages in each demographic classification) identify the majority of students as being female, age 16-25, white, married, unemployed, and military dependent. Because the demographic percentages support previous findings (see tables 4-8) identifying the typical student, the poll was a valid sampling.

Fifty-one percent (32% day and 19% night) of the one hundred ninety-five originally enrolled students completed the Spring Quarter Mini-Survey. The students were categorized as new and returning, and only returning students were polled as to their preference for the new or old class schedule. The mini-survey also made comparisons as to number of classes, number of days or nights attending, preferences as to class structure, and Friday lab attendance for day and night students.

The majority of students were enrolled in three classes, 55%. The highest percentage (55%) of the students attended class two days of the week. However, there was a significant difference between day and night students. Twenty-seven percent of the 62 day students as compared to 71% of the 38 night students attended classes four days of the week. Figures show that most students (67%) preferred a class structure combining self-paced and lecture style instruction. Although, only 14% of the students polled had attended Friday labs, 34% noted plans to attend. More importantly, 61% of the 46 returning students preferred the new schedule. This preference was evident for day (57%) and night (67%) students (see Table 20).

Table 20.
Spring Quarter Mini-Survey Comparisons
of Day and Night Students' Responses

	DAY	NIGHT	COMBINED
# of returning students	28	18	46
# of new students	34	20	54
Total # polled	62 (32%)	38 (19%)	100 (51%)
# of classes:			
1	2	2	4
2	23	16	39
3	35	20	55
4	2	0	2
# of days or nights attending:			
2	45	10	55
4	17 (27%)	27 (71%)	44
no response			1
Class structure preference:			
lecture	8	5	13
self-paced	16	4	20
combination	38	29	67
Friday lab attendance:			
yes	11	3	14
no	51	35	86
plans to attend	21	13	34
Returning students:			
prefer new schedule	57%	67%	61%
prefer old schedule	29%	28%	28%
indifferent	14%	5%	11%

III. Networking Activities

A. Instructor Interaction

An important aspect of the retention project was to maintain interaction with ABE instructors. Having firsthand knowledge of students' needs, instructors have been beneficial in providing information for program effectiveness. Instructors were informed of retention strategies and activities as well as results of student contacts when necessary. Staff workshops were utilized for instructor input and retention updates.

Instructors were first introduced to the retention staff during a meeting to discuss the purpose of the project. Instructors were apprised of the retention staff's goals for the Fall Quarter and given the opportunity to ask questions. They were encouraged to contribute ideas for retaining ABE students. At this time, procedures for using the excessive absence lists were explained.

The retention staff attended two additional instructor workshops. In the second workshop, the retention staff provided a synopsis of the retention efforts that had taken place during Fall Quarter. Instructors were made aware of the recommendations suggested by the staff and were encouraged to give feedback. The third workshop was similiar to the second in that it provided a synopsis of Winter Quarter retention efforts. Also, instructors were informed of the change in the handling of excessive absence referral lists due to take effect Spring Quarter.

During the last two workshops, instructors were thanked and commended for their assistance. Instructors were continuously reminded of how important their support was to the retention project.

B. Human Service Agency Networking

To increase the effectiveness of student consultations, the retention staff sought to become more knowledgeable of the community services available in Onslow County. The purchase of the "Onslow County Human Services Manual" provided a complete profile of the human service agencies in the area. Also, the retention staff compiled a listing of area day care facilities that included information on the hours, rates, and special guidelines of each establishment. In addition, the Retention Specialist participated in meetings of the Onslow County Human Services Council and the Council for Women.

IV. Other Activities

A. Car Pool

Onslow County does not have a public transportation system. Students lacking dependable transportation were encouraged to car pool. Two sign-up sheets were placed in each classroom - one for students in need of rides and the other for students willing to share rides.

Instructors were asked to take a few minutes out of class to promote the car pooling concept. Also, a brief editorial concerning the car pool was published in the second issue of Here's News (the ABE/GED/AHS newsletter).

This particular retention strategy was not as successful as originally anticipated. The majority of the students were seeking rides and not enough students were willing to share rides.

B. Orientation Reception

On the first day of class for Winter Quarter the retention staff, with the cooperation of the ABE instructors and staff, hosted an orientation reception for students, staff, and faculty. Two receptions were held to include day and night students. This activity was not continued because the new Spring schedule staggered the first day of classes for the students.

The reception was considered a success. Students seemed to open up and communicate with each other and with the staff. This was an especially important process for the students that were new to the program.

The reception gave the retention staff and program faculty a chance to meet informally with students. This helped to pave the way for open communication and gave students firsthand knowledge of the retention staff's availability.

C. Newsletter

A newsletter, Here's News, was prepared by the retention staff. The newsletter was created in an effort to make the students feel more unified. The first issue contained general information about the ABE/GED program and classes. Articles about successful GED graduates were included to provide incentive for the current students. The second issue included writings submitted by ABE students. Both issues listed important dates and events (see Appendix G-4).

D. Volunteer Tutors

From contacts with students and instructors, the need for volunteers was recognized as a way to provide more individual attention to ABE students. Guidelines for volunteers were developed and recruitment was initiated. Each volunteer was interviewed and oriented to the Adult Basic Education program. Volunteers were recruited during Winter Quarter, and the Volunteer Tutor Project was activated during Spring Quarter. The volunteers were assigned to assist ABE students in the General Studies Center under the supervision of the GSC coordinators (see Appendices G-1 and G-2).

E. "May Countdown"

In an attempt to stabilize the Spring Quarter dropout rate, the retention staff, during the last month of the quarter, initiated a "May Countdown." This campaign was advertised by distributing flyers to the students (see Appendix G-3). A

calendar was also posted outside the General Studies Center for the remaining days of classes to be marked off as the quarter progressed. This activity was designed to allow students to visualize their progress and to encourage them to complete the quarter.

PART II. CONCLUSIONS

1. STUDENT CONTACT IS AN INTEGRAL PART OF ABE RETENTION EFFORTS

The retention strategies that were implemented during this project relied heavily upon student contact. Contacts were made with students by telephone, letter, or office consultations. This type of interaction supplied the retention staff with a large amount of data, which increased insight into the typology of adult learners and the factors that cause them to drop out.

During the project, a total of 735 contacts (an average of 1.29 contacts per student) were made with a total current enrollment - for Fall 1986, Winter 1986/87, and Spring 1987 - of 568 students (see Table 21 below).

Table 21.
Student Contacts (combined) for
Fall 1986, Winter 1986/87, and Spring 1987

telephone contacts	249
correspondence	391
office consultations	95
Total contacts	735
Total Number of Current Students	568

The data from the telephone contacts (see Table 16) reveal that next to health/medical reasons, student absences are often related to personal/family problems. Student consultations show that academic counseling needs were very high. These results suggest that ABE students need additional advisement in personal and academic areas.

2. **THE RATE OF NO-SHOWS CAN BE DECREASED THROUGH INDIVIDUALIZED CONTACTS.**

There was a high success rate with the strategies used to contact those students who registered for classes but never attended (no-shows). These no-shows were contacted each quarter by telephone calls or correspondence (see page 45). These efforts resulted in a 50% decrease in the rate of no-shows.

3. **A MORE FLEXIBLE SCHEDULE IS BENEFICIAL TO ABE STUDENTS.**

The new Spring Quarter schedule (see Appendix D-2) offered ABE students a reduction in class hours. This new schedule was designed to decrease the frequency of problems in areas such as child care and transportation. Based on the results from the Mini-Survey (see Table 20) students preferred the new schedule.

4. **RETENTION STRATEGIES CAN BE EFFECTIVELY EMPLOYED TO DECREASE THE DROPOUT RATE OF ABE STUDENTS.**

After applying the retention strategies mentioned above, there was a significant decrease in the percentage of dropouts. These results imply that the student contacts, the new schedule, and the other strategies had a positive impact on the ABE students. Figure 4 illustrates the percentages of dropouts for Fall 1986 (50%), Winter 1986/87 (53%), and Spring 1987 (42%).

Figure 4.
Quarterly Dropout Rate

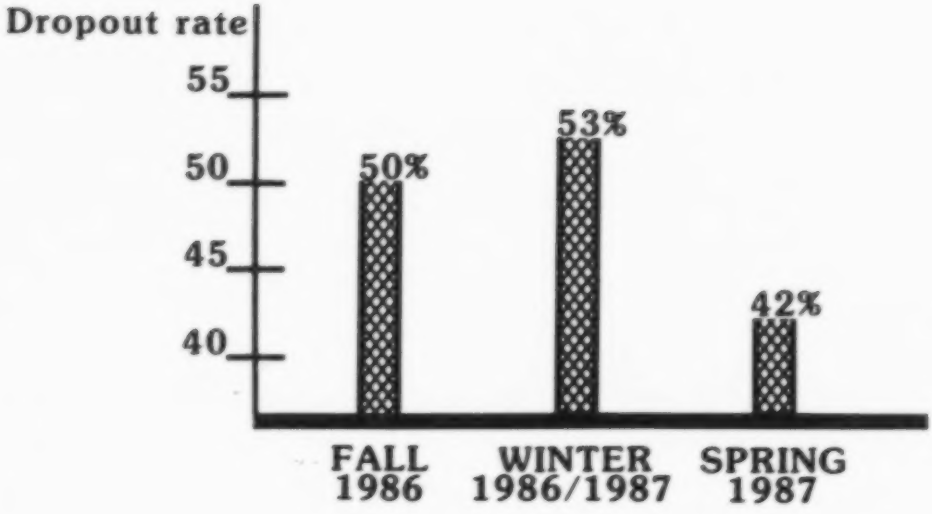
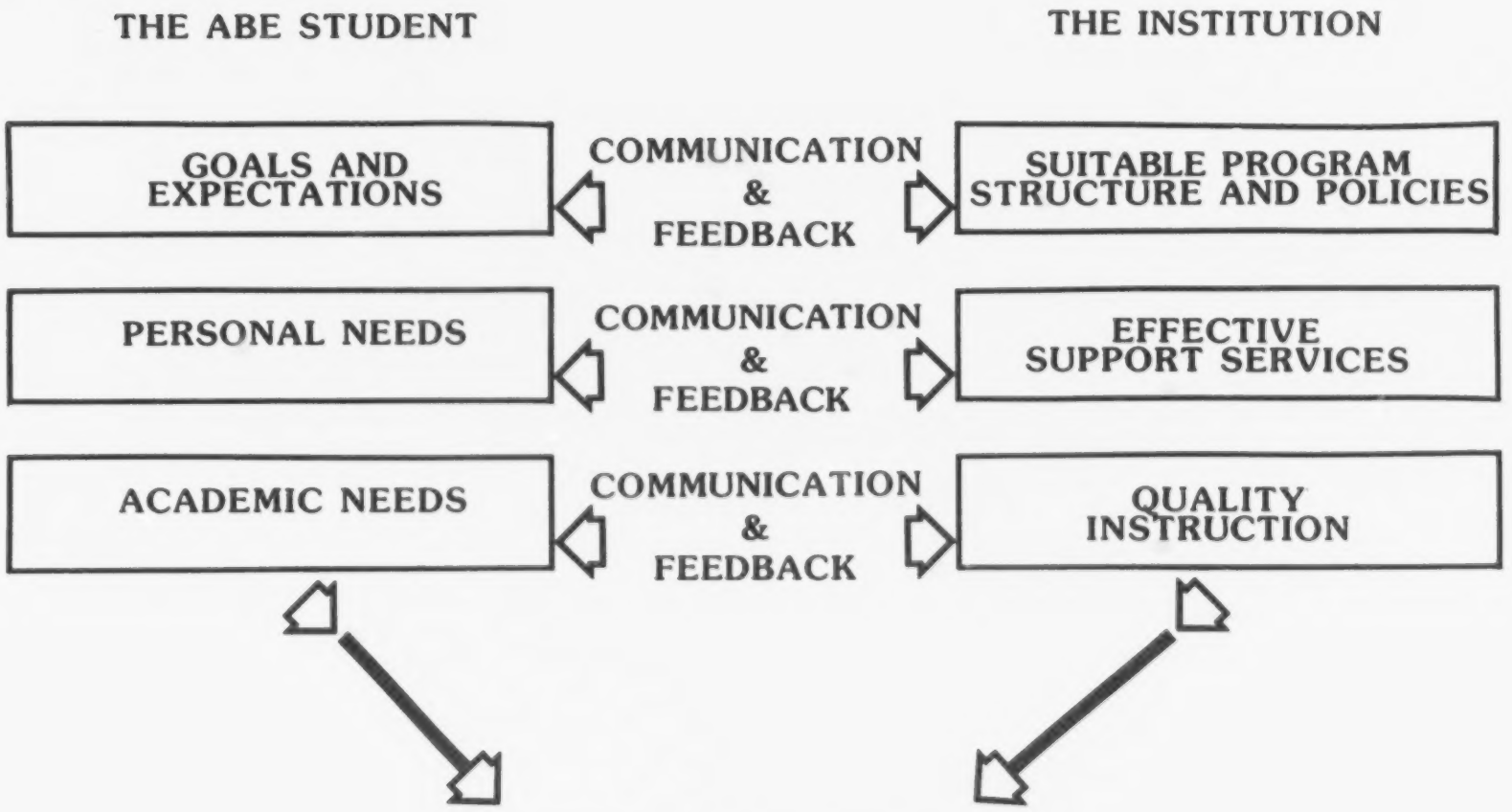


FIGURE 5:

"STRATEGIES FOR SUCCESS"
A THEORETICAL MODEL



IMPLICATIONS OF THE STUDY

1. **IN ORDER TO MEET THE GOALS AND EXPECTATIONS OF THE ABE STUDENT, INSTITUTIONS MUST OFFER SUITABLE PROGRAM STRUCTURES AND POLICIES.**

   * Recruitment programs should provide the prospective ABE student with as much information as possible about ABE classes and their requirements.
   * To insure that the students' goals are congruent with program offerings, pre-entry interviews are vital.
   * ABE class schedules must be flexible to accommodate the lifestyle of the typical ABE student (see schedule change, Appendix D).
   * All program policies and procedures must be reevaluated on a regular basis to maintain the institution's ability to fulfill the goals and expectations of its students.

2. **EFFECTIVE SUPPORT SERVICES MUST BE AVAILABLE TO ASSIST THOSE STUDENTS WITH PERSONAL NEEDS THAT AFFECT THEIR ABILITY TO PERSIST IN ABE CLASSES.**

   * A counselor should be appointed to explore the needs of ABE students and to assist sudents with academic and personal concerns. This counselor should also be knowledgeable of the human services offered in the community. Furthermore, the provision of a counselor

would demonstrate the institution's genuine commitment and interest in the welfare of its students. This attitude is fundamental to the success of every ABE program.

* ABE administrators should establish a close network with the community service agencies to encourage and promote the development of programs and services relevant to the needs of their students.

3. **QUALITY INSTRUCTION IS ESSENTIAL TO MEETING THE ACADEMIC NEEDS OF ABE STUDENTS.**

* ABE instructors must always display a caring attitude and create a non-threatening, supportive atmosphere for the adult learners.
* ABE instructors must be involved in all student follow-up efforts.
* Instructional techniques should be student-centered and relevant to the adult learner, in order to optimize the students' levels of interest and motivation.

RECOMMENDED RETENTION TECHNIQUES

1. **CONSIDERATIONS FOR INFORMATIONAL RECRUITMENT.** The goal of informational recruitment is to provide the student with a complete and accurate description of the ABE program.
    * Prospective ABE students should be given brochures containing specific information about class times, dates, locations, policies concerning GED testing, and all other requirements and procedures.
    * All brochures, flyers, and advertisements should be written on a low reading level (below eighth grade).
    * All publications should be accurate and up to date.
    * Informational workshops or displays should include presentation of the instructional materials used in the ABE program.
2. **CONSIDERATIONS FOR PRE-ENTRY INTERVIEWING.** The goal of the pre-entry interview is to insure that the expectations and goals of the prospective student match the program's capabilities.
    * A private setting should be provided for the initial contact with the prospective student.
    * The interviewer should explore the goals of the adults to insure that the program is appropriate for them.
    * Program policies and requirements should be thoroughly reviewed and discussed with prospective students.

* Pre-entry interviews should be utilized for early identification of problem areas that might affect class attendance and program completion.
* Explanation and review of placement test results, along with recommendations should be a part of the pre-entry interview.

3. **CONSIDERATIONS FOR DEVELOPING A COUNSELING PLAN.** Counseling services should be available for personal and academic advisement.

(Lerche,1985):

* Develop a system for identifying the counseling needs of individual students. Before, during and even after the instructional program, students should be given the opportunity to express their counseling needs. Such student-generated information can be obtained through the use of self-assessment questionnaires (see Appendix B) or through one-to-one counseling.
* Explore methods of using peer support. Peer counseling, buddy systems, class discussions, and small-group activities help students build an on-going support network and develop critical problem-solving skills.
* Provide in-service training in counseling techniques for all program staff. Teachers, tutors, and support staff need some degree of training in effective counseling technqiues. At a minimum, they need to be able to identify the characteristics of adult learners and the behaviors that suggest a need for some form of counseling. They also

need strategies for responding appropriately and quickly to students' problems.

4. **CONSIDERATIONS FOR ESTABLISHING COMMUNITY SUPPORT SERVICES AND A REFERRAL NETWORK FOR STUDENTS.** Program personnel should be knowledgeable of area human service agencies so that students in need of outside assistance can be referred to the appropriate support program.

    * ABE counselors and/or Directors should collect and stock information (pamphlets, brochures,etc.) on all local human service agencies and make it available to students.
    * ABE counselors and/or Directors should attend regular meetings of local human service agencies, establish personal contact with agency heads, and lobby for the development of support services to assist ABE students.

5. **CONSIDERATIONS FOR STUDENT-CENTERED INSTRUCTION.** The instructional approach should be constructed around the needs and interests of adult learners.

(Mayer, 1985):

    * Adults enter literacy programs because they want to experience literacy skills in their own world. Learning materials should relate to that world, both to maintain their interest and to enlarge on their experiences.
    * Develop instructional strategies and materials that draw on the issues that the program's learners face in their lives. For example, prepare reading lessons around the subjects of day care, housing, neighborhood self-help, good food, kinds of work, and their children's education.

6. **CONSIDERATIONS FOR DEVELOPING A SUPPORTIVE LEARNING ENVIRONMENT.** A supportive learning environment can increase the student's level of motivation and performance. (Mayer, 1985):

   * Make sure there are opportunities for adult learners to interact with each other as well as with instructors and program staff. (See orientation reception, p 55.)
   * The instructor should create an opportunity in every lesson and every progress check to acknowledge the learners' positive accomplishments.
   * Give recognition to individual learners through vehicles such as a special column of the program newsletter, and/or in a "learner of the month" display on a bulletin board (see newsletter, Appendix G-4).

7. **CONSIDERATIONS FOR INSTRUCTOR/STUDENT FOLLOW-UP.** Instructor participation in student follow-up lets the students know the instructor cares about their well-being and increases the instructor's understanding of the students and their backgrounds.

   * Instructors should either conduct student follow-up or maintain close communication with the staff member who is responsible for contacting students.
   * Student follow-up can be conducted by office consultations, telephone calls, or correspondence.
   * Any student follow-up correspondence requesting a reply should include return postage. (See appendix G-5 for a postcard model.)

EPILOGUE

Adult educators must make a serious effort to provide appropriate programming and support services for ABE students. To increase the success and improve the retention rates of ABE students, retention strategies should focus on developing greater understanding and increased communication between adult students, faculty and administrators. Finally, it must be noted that retention strategies that are carefully constructed, ongoing, and meet the educational and/or environmental needs of ABE students can be effective strategies for success.

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The purposes of this sourcebook are to identify concepts and literature relevant to needs assessment, to show why assessment activities are important, to describe procedures for needs assessments in various settings, and to suggest useful and feasible approaches to needs assessment.

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This manual contains a number of strategies for recruiting and retaining black students that many institutions in the community college system have found to be successful. It is intended to be used as a practical guide so that counselors, recruitment staff and faculty may have a tool to use in developing practices supporting the system's commitment to recruiting and retaining black students.

Rouch, David B. Priorities in Adult Education. New York: The MacMillan Company, 1972.

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Seaman discusses the causes of ABE student dropout and offers detailed recommendations for ABE programs.

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This manual contains ideas for community colleges and technical institutes interested in conducting student follow-up studies. It also offers the reader a suummary of research related to the development of a student follow-up questionnaire.

Taylor, Charles. Effective Ways to Recruit and Retain Minority Students. Madison: NMCC Inc. Publications, 1985.

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Turnbull theorizes that "student retention increases in direct proportion to student involvement; anything that increases student involvement or committment, increases student retention."

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This book addresses specifically the topic of adult motivation for learning. The author brings together recent findings on adult motivation and learning from psychology, education, communication and organizational development.

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This article explains the need, in reducing retention, for a shift in focus from what is wrong with the student to what is wrong with the institution. Several questions are posed, such as: "Do Community Colleges want to reduce attrition? Are there support systems designed to facilitate the attainment of students' objectives?...."

APPENDIX A

JOB DESCRIPTIONS

APPENDIX A-1

The Full-Time Retention Specialist is responsible for the overall ABE Special Project on retention at Coastal Carolina Community College for the 1986-87 fiscal year. Specific responsibilities of the full-time retention specialist are:

1. To meet Objectives #1, #2, and #3 as follows:
   A. To establish a mentor system for each incoming ABE student, with the retention specialist and assistants using one-on-one personal contact to include, but not be limited to: initial goal-setting and establishment of target goals and completion dates; on-going motivation techniques; regular conferences, referrals, and tutorials; sharing conferences with other DCC institutions; regular telephone follow-up of absentee ABE students; telephone and written correspondence with any dropout students.
   B. To develop, field test, and evaluate new techniques of student intervention and retention.
   C. To develop and implement survey instruments for currently enrolled ABE students, ensuring that their needs are being met.
   D. To develop and implement survey instruments for identifying intervention/retention techniques used by selected DCC institutions and by Coastal Carolina.

2. To meet Objective #3 by compilation and analysis of data from mentor records, progress reports, and survey results.

3. To meet Objective #4 by publishing at CCCC Print Shop a retention HANDBOOK and distributing it to the 58 DCC institutions.

4. To maintain continued contact with existing ABE instructors/staff as a means to identify potential dropouts in the ABE program.

5. To follow-up on ABE students who are potential dropouts.

6. To provide intensive informational and motivational counseling with existing ABE students.

7. To maintain cooperative referral service with human resource agencies in Onslow County.

8. To develop, field test, and evaluate new retention techniques and strategies.

9. To supervise part-time project staff providing specific directions to carry out the project.

10. To maintain complete and accurate records of all information and expenses relating to the project.

11. To maintain close communication with the ABE Director and other college personnel.

12. To provide project information in formal presentations and through a bi-weekly progress report to be submitted to the ABE Director, Dean of Continuing Education, and the Dean of Instruction.

13. To attend conferences and workshops relating to retention and counseling that might benefit the project.

14. To prepare ABE retention HANDBOOK containing recommended strategies and techniques.

15. To perform any other duties pertaining to the retention project that may be assigned by the project director.

APPENDIX A-2

The Part-Time Retention Assistant will work with the retention specialist in performing all necessary procedures to carry out the ABE retention project. Specific responsibilities of the part-time retention specialist are:

1. To actively participate in each of the three surveys to be conducted in the project.

2. To assist in compiling data from the surveys.

3. To follow-up on ABE students who are potential dropouts.

4. To provide intensive informational and motivational counseling with existing ABE students.

5. To recommend ABE students for referral services.

6. To assist in the development, field testing, and evaluation of new retention techniques and strategies.

7. To assist in the preparation of the ABE retention HANDBOOK.

8. To maintain close communication with the full-time retention specialist, ABE director, ABE instructors/staff, and other college personnel.

9. To prepare and submit to the full-time retention specialist a bi-weekly Progress Report.

10. To maintain complete and accurate records of all information and expenses relating to the project.

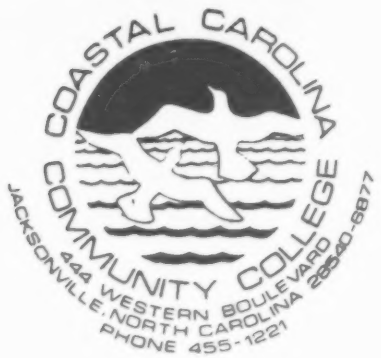
11. To assist with all clerical duties necessary to complete project.

12. To perform any other duties pertaining to the retention project that may be assigned by the retention specialist.

APPENDIX B

SURVEYS

APPENDIX B-1



To:_____

The purpose of this questionnaire is to find out why so many ABE/GED/AHS students have discontinued the program at Coastal Carolina Community College (CCCC). The information you give will be kept confidential. We hope that, as a result of this study, we will find better ways to meet your needs. Counseling services are now available for ABE/GED/AHS students. If you have any questions or comments concerning our program, please call 455-1221/ext.320.

THE QUESTIONNAIRE MUST BE RETURNED BY _____

Thank you for your time.

Sincerely,

S. J. Mayer

S. J. Mayer
Retention Specialist

OCCUPATIONAL EDUCATION - ADULT EDUCATION - COLLEGE PARALLEL
AN EQUAL OPPORTUNITY INSTITUTION

APPENDIX B-1.1

COASTAL CAROLINA
COMMUNITY COLLEGE
RETENTION PROJECT

SURVEY OF NON-CONTINUING STUDENTS

Please read and answer each question carefully. Any information given on this questionnaire will be kept completely confidential and will be used only for the purposes of this study.

SECTION I — Background Information

NAME: _____
Last First Middle Initial

AGE: ___ SEX: ___ Male ___ Female

RACE: ___ Asian ___ Black ___ Hispanic ___ Indian ___ White

MARITAL STATUS: ___ Single ___ Married ___ Separated ___ Divorced ___ Widowed

EMPLOYMENT: ___ Full-time ___ Part-time ___ Unemployed

Are you ___ active duty military ___ military dependent or ___ civilian?

When you were enrolled, did you live ___ alone ___ with parents
___ with spouse and children, if any ___ with children, but not spouse
___ with other relatives ___ with friends?

Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12

SECTION II — ABE/GED/AHS Class Information

1) Check any of the following reasons which affected your decision not to return to ABE/GED/AHS classes at CCCC

___ Class times conflicted with work hours
___ Classes met too often
___ Classwork too difficult
___ Moved to another area
___ Enrolled in another program
___ Passed the GED test
___ Finished the courses I wanted to take
___ Veteran's benefits no longer available
___ Child care problems
___ Transportation problems
___ Distance to class too far
___ Family problems
___ Financial problems
___ Health/Medical
___ Other (please, describe)

_____
_____

2) Were you enrolled in ___ day classes ___ night classes or ___ both?

3) Is this the first time you have dropped out of this program? ___ Yes ___ No

4) When you were in the program, were the classes what you expected? ___ Yes ___ No
if not, please explain_____

5) Generally speaking, how were your grades while you attended the program?
___ My grades were as good as I expected
___ My grades were better than I expected
___ My grades were worse than I expected
___ I did not receive any grades

6) How would you rate your instructors? ___ Very good ___ Good ___ Fair ___ Poor

7) In your opinion, how many of your instructors showed a personal interest in you and the other students?
___ All of them ___ Some of them ___ None of them

8) Do you think a discussion with a program counselor would have helped you? ___ Yes ___ No

9) Do you still plan to complete the ABE/GED/AHS program at CCCC? ___ Yes ___ No ___ Undecided

10) Please use the space below to make any comments you have about the program, classes or instructors.

APPENDIX B-2

COASTAL CAROLINA COMMUNITY COLLEGE RETENTION PROJECT

SURVEY OF CURRENT STUDENTS

Please read and answer each question carefully. Any information given on this questionnaire will be kept completely confidential and will be used only for the purposes of this study.

SECTION I — Background Information

NAME: _____
Last First Middle Initial

AGE: ____ SEX: ____ Male ____ Female

RACE: ____ Asian ____ Black ____ Hispanic ____ Indian ____ White

MARITAL STATUS: ____ Single ____ Married ____ Separated ____ Divorced ____ Widowed

EMPLOYMENT: ____ Full-time ____ Part-time ____ Unemployed ____ Retired

Are you ____ active duty military ____ military dependent or ____civilian?

Do you live ____ alone ____ with parents ____ with spouse and children, if any ____ with children, but not spouse ____ with other relatives ____ with friends?

Circle Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12

SECTION II — ABE/GED/AHS Class Information

1) Are you enrolled in ____ day classes ____ night classes or ____ both?

2) Who influenced you to enroll in this program?
____ Parents ____ Counselor ____ Self
____ Spouse ____ Employer ____ Other (please, describe)_____
____ Friends ____ Advertising _____

3) Why did you enroll in the ABE/GED/AHS program?
____ to get a GED certificate
____ to get an Adult High School Diploma
____ to improve present math, reading or English skills

4) Is this your first quarter in the program? ____ Yes ____ No
If no, when was the last time (month and year) that you were in classes? _____

5) How many classes are you taking now?_____

6) Since you began school, have the classes been what you expected? ____ Yes ____ No
If no, please explain_____

7) Since you first enrolled, which of the following relates to you?
____ My grades have been as good as I expected
____ My grades have been better than I expected
____ My grades have been worse than I expected
____ I have not received enough/any grades to answer

8) Are you satisfied with your rate of progress? ____ Yes ____ No

9) How do you feel about your instructors?
____ Satisfied with all of them
____ Satisfied with some of them
____ Not satisfied with any of them

10) In your opinion, have your instructors shown a personal interest in you? ____ Yes ____ No

11) Students often have problems in the following areas. Please mark the columns that best describe your feelings.

	Problem	Not a Problem	Cannot tell Yet
Managing my time	( )	( )	( )
Classwork too difficult	( )	( )	( )
Classes meet to often	( )	( )	( )
Instructor/Student relations	( )	( )	( )
Health/Medical problems	( )	( )	( )
Transportation to and from school	( )	( )	( )
Finding child care	( )	( )	( )

Other (please, describe)_____

_____

12) Do you think the services of an ABE GED AHS Counselor would help you in this program? ____ Yes ____ No

13) Please use the space below to make any comments you have about the program, classes or instructors.

APPENDIX B-3

To: ABE Instructors

From: The Retention Staff

Date: February 20, 1987

Subject: ABE Instructor Survey

Instructors play a very important role in student retention. The purpose of this survey is 1) to gather information on issues pertaining to instructor effectiveness, as it relates to student retention and 2) to find out what intervention/retention strategies are being used in the classroom. Feel free to list any comments or recommendations you may have in the space provided on the survey. Your answers and comments are very important to this project. Please read and answer each question carefully. Do not write your name on this survey. Thank you for your time.

*PLEASE RETURN BY MARCH 6, 1987

OCCUPATIONAL EDUCATION - ADULT EDUCATION - COLLEGE PARALLEL
AN EQUAL OPPORTUNITY INSTITUTION

APPENDIX B-3.1

ABE INSTRUCTOR SURVEY
Retaining the ABE Student

1. How long have you taught in this program? _____

2. How many hours per week are you now teaching? _____

3a. In your opinion, prior to teaching here, did you receive enough information about the CCCC ABE program and its students?
___Yes ___No
b. If not, what additional information did you need?

4a. Are your classroom facilities adequate?
___Yes ___No
b. If not, what do you need?

5a. Are you satisfied with the materials and supplies available to your class?
___Yes ___No
b. If not, what do you need?

6. Do you feel that instructor effectiveness plays an important role in student retention? Please explain.

7. What 3 instructor qualities, in your opinion, contribute most to student retention (keeping students in school)?

8. Is the present method of teacher evaluation, by students, helpful to you in critiquing your performance?
___Yes ___No

9. Do you check the initial placement of your students to insure that they have been placed in the appropriate level?
___Yes ___No

10. Do you explore and record the personal goals of your students?
___Yes ___No

11. How often do you praise each student?

12. How often do students receive reports on their progress?
__Daily(at the next scheduled class)
__Weekly
__Monthly
__Other(please describe) _____

_____

13. Prior to the employment of the retention staff, did you use any of the retention strategies listed below? Please check the appropriate column to note frequency.

	Often	Sometimes	Seldom	Never
Personal counseling ...	( )	( )	( )	( )
Academic Counseling ...	( )	( )	( )	( )
Student follow-up through correspondence..	( )	( )	( )	( )
Student follow-up through phone contact...	( )	( )	( )	( )
Reinstatement	( )	( )	( )	( )
Other(please explain)				

_____

_____

14. Estimate the drop-out rate (overall) in your classes. Do not include "no shows" in your estimation. (This question does not imply criticism of your teaching.)
__under 10% __30%-40%
__10%-20% __40%-50%
__20%-30% __over 50%

15. Students often have problems in the following areas. Please rank those areas that you feel contribute most to student drop out. (Use #1 to designate the most important reason, etc.)

__Conflict w/work schedule
__Classes meet too often
__Classwork too difficult
__Relocation
__Transportation problems
__Distance to class too far
__Lack of motivation
__Child care problems
__Family problems
__Health/Medical problems
__Financial problems
__Other(please explain)_____

_____

16. In your opinion, have the efforts of the Retention Staff been effective?

___Yes No

17a. Do you feel that counseling for students is

___very important ___somewhat important ___not important

b. What forms of counseling do you think would be most important or effective in increasing student retention? (For example, academic, personal, career counseling)

18. Do you think that the use of volunteers, in the classroom and/or GSC, will benefit your students?

___Yes ___No

19. Please use the space below to make any comments or recommendations you have concerning this survey or the program, in general.

APPENDIX B-4

COASTAL CAROLINA COMMUNITY COLLEGE
444 WESTERN BOULEVARD
JACKSONVILLE, NORTH CAROLINA 28540-6877
PHONE 455-1221

M E M O R A N D U M

To: ABE Directors

From: Sheila J. Mayer, Retention Specialist

Date: February 16, 1987

Subject: Retention Study

Coastal Carolina Community College has an ABE Special Project, "Applied Research on Retaining ABE Students." This study is designed to investigate why ABE students drop out and what our institution can do to keep these students attending and learning.

The problem of retention is shared by DCC institutions across the state. Consequently, we would like to gather information on retention/intervention techniques used by your institution. Please fill out the attached survey and return it in the enclosed envelope by March 10, 1987.

Results will be shared in a retention handbook that will be distributed state-wide. Schools will not be identified by name in results.

Thank you.

Enclosure

APPENDIX B-4.1

ABE Directors Survey

Applied Research on Retaining the ABE Student

1. Please state the three main reasons students drop-out of your ABE program:

   1.

   2.

   3.

2. Please list the three most successful retention strategies used in your ABE program:

   1.

   2.

   3.

3. What was your unduplicated headcount for ABE for 1985-86?

4. Of the above number, state the percentage of dropouts.

5. Please list the three most important human service agencies that provide assistance to your program and give a brief description of their assistance:

   1.

   2.

   3.

APPENDIX C

FORMS AND LETTERS

APPENDIX C-1

RETENTION PROJECT
Absence List

INSTRUCTOR: _____ DATE: _____

Please list students after each absence.

Student's Name	# of Absences	Reason for absence, if known

APPENDIX C-2

RETENTION PROJECT

Student Telephone Contact Report

NAME: _____ DATE: _____

REFERRED BY: _____

REASON FOR REFERRAL/CONTACT:

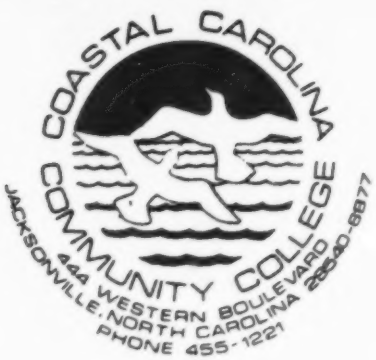
___Student missed __class(es)
___Student initiated contact

PROBLEM:

REFERRALS AND CONCLUSIONS:

_____
Counselor's Signature

APPENDIX C-3



Dear _____,

Our records show that you have missed a lot of classes. As a new service to ABE/GED/AHS students, there are counselors available to help you if you are having problems that interfere with your ability to continue classes. The attendance rules allow no more than 4 absences in a row or no more than a total of 8 absences throughout the quarter. When you exceed the number of absences allowed, your instructor will drop you from the class. If you need any type of assistance, please contact our office at 455-1221/extension 320 or stop by Ragsdale 113A. We will be happy to help you in any way that we can.

Sincerely,

_____
Counselor

APPENDIX C-4

_____

Dear _____,

Our records show that you have been absent from class(es). As a service to ABE/GED/AHS students, there are counselors that you can talk with if you are having problems that keep you from attending class(es). The attendance rules allow no more than 3 absences, during the quarter. If you need help, please call our office at 455-1221/extension 320 or stop by Ragsdale 113A. We will be happy to help you in any way that we can.

Sincerely,

_____

Counselor

APPENDIX C-5

STUDENT REFERRAL FORM

NAME OF INSTRUCTOR: _____ DATE: _____

NAME OF STUDENT: _____

REASON FOR REFERRAL: _____

_____

_____

APPENDIX C-6

CONSULTATION SUMMARY SHEET

NAME:_____DATE:_____
Last, First M.I.

____DAY ____NIGHT SOURCE OF REFERRAL:_____

PROBLEM:

REFERRALS MADE, IF ANY:

CONCLUSIONS:

_____
Counselor's Signature

APPENDIX C-7

Retention Study: No-Show Telephone Interview

Our records show that you registered for GED classes for Fall Quarter but that you never attended any classes. Could you tell me why you decided not to come?_____

_____

_____

Were there any problems that kept you from attending that you would like to discuss?_____

_____

_____

Have you ever registered for classes before?_____Did you attend any classes?_____When?_____

Are you still interested in GED classes?_____

Spring Quarter registration is March 9th. Late registration is March 11th - 17th.

Student Name:_____

Notes:_____

_____

_____

_____

APPENDIX C-8

COASTAL CAROLINA COMMUNITY COLLEGE
444 WESTERN BOULEVARD
JACKSONVILLE, NORTH CAROLINA 28540-6877
PHONE 455-1221

_____

Dear _____,

Our records show that you enrolled in the ABE/GED/AHS program for this quarter, but did not attend any classes. Please answer these questions and return this form so that we might identify some of the problems that keep students from attending classes. We would appreciate your cooperation. This information can help us to help you. Also, if you would like to discuss your situation with a counselor, please call 451-1221/extension 320. Thank you for your time.

Sincerely,

S. J. Mayer
Retention Specialist

REGISTRATION FOR SPRING QUARTER BEGINS MARCH 9, 1987.

Why did you decide not to attend classes? _____

_____

_____

Have you ever registered for classes before this quarter? _____

If so, did you attend any classes at that time? _____

Are you still interested in the ABE/GED/AHS program? _____

NAME: _____

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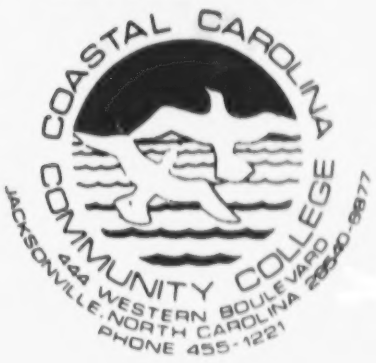
APPENDIX C-9



_____

Dear _____,

Our records show that you did not attend the first day of classes. As a service to ABE/GED/AHS students, there are counselors that you can talk with if you are having problems that hinder your ability to begin classes. The attendance rules allow no more than 3 absences, during the quarter. If you need any kind of assistance please call our office at 455-1221/extension 320 or stop by Ragsdale 113A. We will be happy to help you in any way that we can.

Sincerely,

_____
Counselor

OCCUPATIONAL EDUCATION - ADULT EDUCATION - COLLEGE PARALLEL
AN EQUAL OPPORTUNITY INSTITUTION

APPENDIX C-10

NAME:_____ DATE:_____

STATUS: ____Dropped/Reinstated
___Dropped in one or more classes/Still enrolled in another class(es)
___"No-show" in one or more classes/Still enrolled in another class(es)

1. Why did you drop your _____ class(es)?

_____

_____

_____

2. What enabled you to continue in your other class(es)?

_____

_____

3. What circumstances changed that allowed you to be reinstated?

_____

_____

_____

4. Have you had any attendance problems, in your current class(es)? if so, why?

_____

_____

_____

5. Do you think that you will be able to finish this quarter?

___Yes ___No (explain) _____

_____

_____

APPENDIX C-11

INCOMING STUDENT CONSULTATION

NAME: _____ DATE: _____

___DAY ___NIGHT

REASON(S) FOR ENROLLING:

LONG-TERM GOALS:

SHORT-TERM GOALS:

ATTENDANCE-RELATED PROBLEMS:

OTHER:

APPENDIX D

SCHEDULE CHANGE

APPENDIX D-1

COASTAL CAROLINA COMMUNITY COLLEGE
FALL QUARTER 1986
ADULT BASIC EDUCATION (ABE)
ADULT HIGH SCHOOL (AHS)
GENERAL EDUCATIONAL DEVELOPMENT (GED)
ON-CAMPUS CLASSES

COURSE		DAYS	ROOM	INSTRUCTOR
	DAY SCHEDULE			
Reading	8:00- 9:30 a.m.	M-F	R122	Jones
Math	8:00- 9:30 a.m.	M-F	R121	Schmitt
English I	8:00- 9:30 a.m.	M-F	R118	Brown
Reading	9:30-11:00 a.m.	M-F	R122	Jones
Fundamentals of Math	9:30-11:00 a.m.	M-F	R121	Schmitt
English II	9:30-11:00 a.m.	M-F	R118	Brown
Reading	11:00-12:30 p.m.	M-F	R122	Jones
Math	11:00-12:30 p.m.	M-F	R121	Schmitt
English III	11:00-12:30 p.m.	M-F	R118	Kellner
Fundamentals of Reading	12:30- 2:00 p.m.	M-F	R122	Jones
Math	12:30- 2:00 p.m.	M-F	R121	Schmitt
English I	12:30- 2:00 p.m.	M-F	R118	Kellner
	EVENING SCHEDULE			
Reading	5:00- 6:45 p.m.	M-Th	R122	
Math	5:00- 6:45 p.m.	M-Th	R109	
English III	5:00- 6:45 p.m.	M-Th	R118	McKinley
Reading	6:45- 8:30 p.m.	M-Th	R122	
Math	6:45- 8:30 p.m.	M-Th	R109	
English I	6:45- 8:30 p.m.	M-Th	R118	McKinley
Fundamentals of Reading	6:45- 8:30 p.m.	M-Th	R121	
Reading	8:30-10:15 p.m.	M-Th	R122	
Math	8:30-10:15 p.m.	M-Th	R109	
English II	8:30-10:15 p.m.	M-Th	R118	McKinley
Fundamentals of Math	8:30-10:15 p.m.	M-Th	R121	
English as a Second Language	12:00- 2:00 p.m.	MWF	LRC 201	
English as a Second Language	6:00- 8:30 p.m.	MW	H137	Muldrow

REGISTRATION: 8:00 a.m. - 7:00 p.m., September 4 in the General Studies Center, Ragsdale Building, Room 114.

Classes Begin: September 8
Holidays: October 27, 28 (No classes for students due to Instructor's Conference.)
Classes End: November 25

APPENDIX D-2

Revised
2/25/87

COASTAL CAROLINA COMMUNITY COLLEGE
SPRING QUARTER 1987
ADULT BASIC EDUCATION (ABE)
ADULT HIGH SCHOOL (AHS)
GENERAL EDUCATIONAL DEVELOPMENT (GED)
COASTAL-CAMPUS CLASSES

COURSE	DAYS	TIMES	ROOM	INSTRUCTOR	CONTACT HOURS
Reading Fund.	Individualized Instruction		R114	Hours to be arranged	
Reading I	MW	10:00-12:00 noon	R122	J. Jones	4
Reading I	TTh	8:00-10:00 am	R122	J. Jones	4
Reading I	TTh	10:00-12:00 noon	R122	J. Jones	4
Reading II	MW	8:00-10:00 am	R122	J. Jones	4
Reading II	TTh	12:00- 2:00 pm	R122	J. Jones	4
English I	MW	8:00-10:00 am	R118	M. Brown	4
English I	TTh	10:00-12:00 noon	R118	D. Kellner	4
English I	TTh	12:00- 2:00 pm	R118	D. Kellner	4
English II	MW	12:00- 2:00 pm	R118	D. Kellner	4
English II	TTh	8:00-10:00 am	R118	M. Brown	4
English III (AHS)	MW F	10:00-12:00 noon 10:00-11:00 am	R118	D. Kellner	5
Math Fund.	TTh	8:00-10:00 am	R121	D. Schmitt	4
Math I	MW	10:00-12:00 noon	R121	D. Schmitt	4
Math I	MW	12:00- 2:00 pm	R121	D. Schmitt	4
Math I	TTh	12:00- 2:00 pm	R121	D. Schmitt	4
Math II	TTh	10:00-12:00 noon	R121	D. Schmitt	4
Reading Fund.	Individualized Instruction		R114	Hours to be arranged	
Reading I	MW	5:30- 7:30 pm	R122	J. Coyne	4
Reading I	TTh	5:30- 7:30 pm	R122	J. Coyne	4
Reading II	MW	7:30- 9:30 pm	R122	J. Coyne	4
English I	MW	5:30- 7:30 pm	R118	TBA	4
English I	TTh	7:30- 9:30 pm	R118	TBA	4
English II	TTh	5:30- 7:30 pm	R118	TBA	4
English III (AHS)	MW	7:30-10:00 pm	R118	TBA	5
Math Fund.	TTh	5:30- 7:30 pm	R121	R. Gauthreaux	4
Math I	MW	7:30- 9:30 pm	R121	R. Gauthreaux	4
Math I	MWh	7:30- 9:30 pm	R121	R. Gauthreaux	4
Math II	TTh	5:30- 7:30 pm	R121	R. Gauthreaux	4
English as a Second Language	MWF	12:00-2:00 pm	R122	Hardekodf	6
English as a Second Language	TTh	7:30-9:30 pm	R109	Muldrow	4

REGISTRATION: March 9 in the General Studies Center, Ragsdale 114, from 8:00 am - 7:00 pm. Students should contact the General Studies Center to take the placement inventory prior to registration. No fee is charged for the classes and the books are provided.

CLASSES BEGIN: March 11 (MW classes)
March 12 (TTh classes)

CLASSES END: May 27 (MW classes)
May 26 (TTh classes)

LATE REGISTRATION: March 11-17

For more information, contact 455-1221, ext. 259

APPENDIX D-3

COASTAL CAROLINA
COMMUNITY COLLEGE
RETENTION STUDY

SPRING QUARTER MINI-SURVEY

Please answer each question carefully.

SECTION I - Background Information

AGE:____ SEX:__Male __Female

RACE:__Asian __Black __Hispanic __Indian __White

MARITAL STATUS:__Single __Married __Separated __Divorced __Widowed

EMPLOYMENT:__Full-time __Part-time __Unemployed

Are you __active duty military __military dependent or __civilian?

SECTION II - ABE/GED/AHS Class Information

1. How did you find out about registration for classes?
   __Friends/Family __Newspaper ad __Received spring schedule of classes
   __Employer __Roadside billboard
   __Enrolled last quarter __Received flyer about new schedule __Other(Please, describe) _____

2. How many classes are you taking now? _____

3. How many days of the week do you have classes? _____

4. Do you attend __day classes __night classes or __both?

5. Rate each class period on length of time needed to cover the material:

	Too Long	Too Short	Just Right
Reading	( )	( )	( )
English	( )	( )	( )
Math	( )	( )	( )

6. Which type of class do you prefer?
   __Lecture __Self-paced __Combination of both

7. Have you attended the Friday lab? __Yes __No
   If not, do you plan to attend in the future? __Yes __No __Undecided

8. Do you plan to attend classes Summer Quarter? __Yes __No __Undecided
   If not, will you return Fall Quarter? __Yes __No __Undecided

---

SECTION III - For Returning Students Only

1. How do you feel about the new schedule?
   __I prefer the new schedule
   __I prefer the old schedule
   __It has not made a difference

SECTION IV - Comments

Please use the back of this page to make any comments you have about the classes.

APPENDIX E

ENROLLMENT FIGURES

APPENDIX E-1

QUARTERLY ENROLLMENT FIGURES

	Fall 86	Winter 86/87	Spring 87
# of students registered:	236	193	209
# of no-shows:	-32 (14%)	-24 (12%)	-14 (7%)
# of current students:	204	169	195
# of new students:	143 (70%)	97 (57%)	115 (59%)
# of returning students:	61 (30%)	72 (43%)	80 (41%)
# of dropouts:	102 (50%)	89 (53%)	82 (42%)
# of students completing the quarter:	102	80	113

APPENDIX E-2

AGE BREAKDOWN

	16 - 25	26 - 35	36 - 45	46 & over	Total
FALL 86:					
Completed Quarter	48	39	9	6	102
Dropped Out	57	33	10	2	102
Total	105 (52%)	72 (35%)	19 (9%)	8 (4%)	204
WINTER 86/87					
Completed Quarter	31	31	10	8	80
Dropped Out	46	29	10	4	89
Total	77 (46%)	60 (36%)	20 (12%)	12 (7%)	169
SPRING 87					
Completed Quarter	40	41	23	9	113
Dropped Out	57	18	4	3	82
Total	97 (50%)	59 (30%)	27 (14%)	12 (6%)	195

APPENDIX E-3

RACIAL BREAKDOWN

		Completed Quarter	Dropped Out	Total	
Fall 1986:	Asian	18	9	27	(13%)
	Black	25	36	61	(30%)
	Hispanic	6	5	11	(5%)
	Indian	1	1	2	(1%)
	White	52	50	102	(50%)
	Unknown	0	1	1	(1%)
	Total	102	102	204	(100%)
Winter 86/87:	Asian	17	13	30	(18%)
	Black	20	25	45	(27%)
	Hispanic	7	8	15	(9%)
	Indian	0	1	1	(1%)
	White	36	42	7	(46%)
	Total	80	89	169	(100%)
Spring 87:	Asian	23	9	32	(16%)
	Black	24	19	43	(22%)
	Hispanic	12	5	17	(9%)
	Indian	0	0	0	(0%)
	White	54	49	103	(53%)

APPENDIX E-4

WIDE RANGE ACHIEVEMENT TEST SCORES

	Fall 86	Winter 86/87
Grade levels:		
under 3	6	4
3 -7	141 (69%)	133 (79%)
8 - 12	57	32
above 12	0	0
Total ABE on-campus enrollment	204	169

APPENDIX F

HUMAN SERVICE AGENCIES

APPENDIX F-1

Human Service Agencies

Various agencies were reported as assisting ABE Directors by providing student referral, class sites, volunteer referrals, recruitment advertising, financial assistance, counseling services, and literacy tutors. A complete listing of Human Service Agencies reported by the surveyed DCC institutions follows:

Bladen Co. Nutrition Sites
Charlotte Area Fund
Christian Ministries
Churches
Community Action Agencies
Community Service Council
Council on Aging
County Manager's Office
County Transportation System
County Hospitals
Court System
Department of Social Services
Economic Development Agencies
Employment Agencies
Employment Security Commission
HRD Program
Housing Authority
JTPA
Job Service
Juvenile Court System
Literacy Councils
Lions Club
Mental Health Agencies
Morven Dental Clinic (Polkton, NC)
NC Dept. of Parole/Probation Office
Newspapers
Prison Department
Private Industry
Public Library
Public/Private Schools
REACH (Murphy, NC)
Sencloud (Whiteville, NC)
Senior Citizens Center
Telamon, Inc. (Flat Rock, NC)
Vocational Rehabilitation
WAGES (Wayne Action Group for Economic Solvency)
WIN Program
YVEDDI (Dobson, NC)

APPENDIX G

SPECIAL PROJECTS

APPENDIX G-1

Please return to:
GENERAL STUDIES CENTER
COASTAL CAROLINA COMMUNITY COLLEGE
444 Western Boulevard
Jacksonville, N.C. 28540

VOLUNTEER INFORMATION

Date_____

Name_____

Address_____

Home Phone_____ Work Phone_____

Occupation_____ Employer_____

Age (optional, circle one): 18-29, 30-49, 50-64, 65+

Education (circle highest level completed): High School Diploma, GED Certificate
College 1,2,3,4 -- Degree_____Major_____
Advanced Degree_____
Other Training_____

How did you learn about the Volunteer Tutor Program?_____

Do you prefer volunteering days____or evenings____?

Which days will you be available?_____

In which of these areas would you prefer to tutor? (You may check more than one.)
Reading _____ English_____ Math_____
English as a Second Language_____

Please list any special skills or interests. (Include foreign languages.)

_____

_____

What is your area or field of work experience? (Include volunteer experience and any teaching experience.)_____

_____

_____

APPENDIX G-2

VOLUNTEER ASSIGNMENT

Name of volunteer:_____ Date:_____

Address:_____ Phone No._____

Days and time available:_____

_____

Subject(s) preferred:_____

_____

Assigned to:_____

Notes:_____

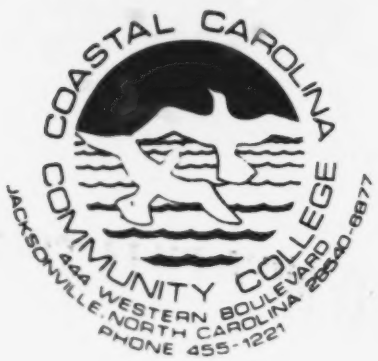
_____

_____

_____

_____

APPENDIX G-3



To: All ABE Instructors

From: The Retention Staff

Date: May 5, 1987

Subject: "May Countdown"

In an effort to stabilize the Spring Quarter dropout rate, the Retention Staff has come up with the idea of a "May Countdown". We would like for you to distribute the attached flyers about the countdown to your students (in each class). In addition to the flyers, a large calendar will be placed outside of the GSC. As the quarter progresses, each day will be checked off. This activity will allow students to visualize their progress and hopefully encourage them to complete the quarter. Your enthusiasm in carrying out this project would be greatly appreciated. Thank you.

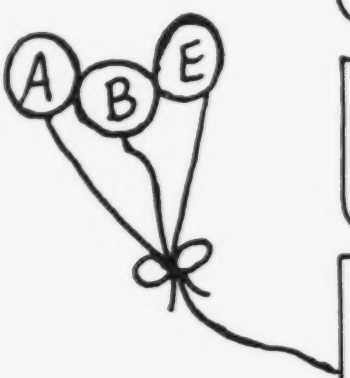
OCCUPATIONAL EDUCATION - ADULT EDUCATION - COLLEGE PARALLEL
AN EQUAL OPPORTUNITY INSTITUTION

APPENDIX G-3.1

MAY

May						1987
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

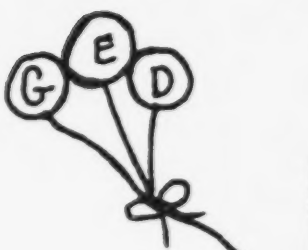
COUNTDOWN



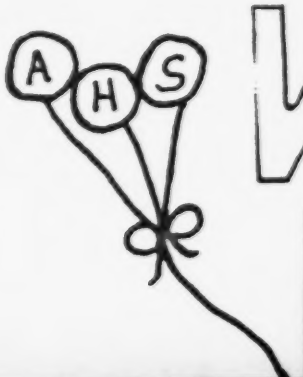
HURRAY! YOU HAVE ALMOST COMPLETED SPRING QUARTER. YOU CAN DO IT!

May 27-last day of class for Mon./Wed. classes
May 26-last day of class for Tues./Thurs. classes

REMEMBER: ABE/GED/AHS COUNSELORS AVAILABLE-
ROOM 113-A

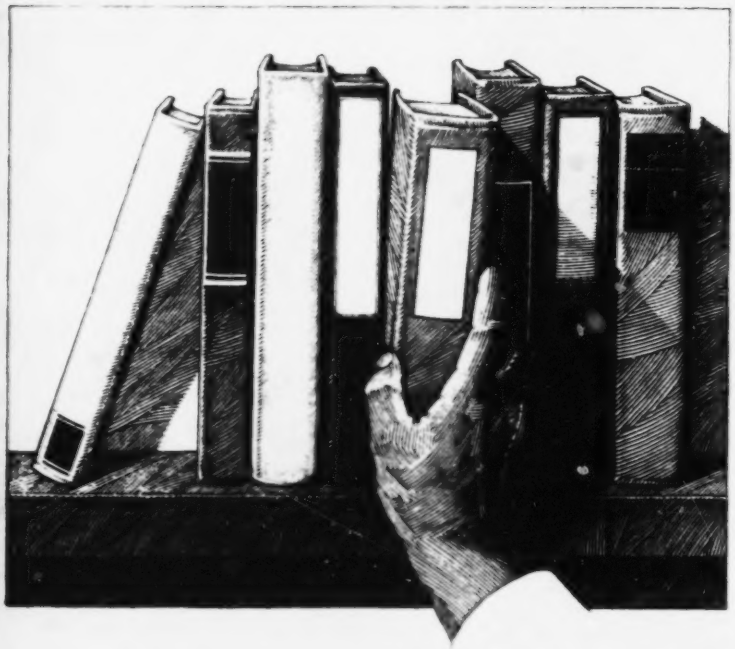


SUMMER CLASSES START JUNE 3!
(Pre-registration May 18-21)



Hoke's NEWS

March 16, 1987 **ABE/GED/AHS** Volume II



NO TIME TO READ ?

IF YOU READ 15 MINUTES PER DAY YOU WOULD READ. . .

1/2 book per week,

2 books per month,

24 books per year,

1000 books in a lifetime.

THIS WOULD EQUAL. . .

going through college five times,

becoming an authority on any subject you choose, and taking a trip around the world.

copied (Greater Cleveland Council)

student poem

WAR; A LOOK BACK

I'm coming to the end
My army can't win this one battle
But I fight on I won't give up
Again my eyes look over my army and
I see no heart for this fight

I go on everyday But for what?
I have no one to give my kingdom to
For my queens have lied to my heart
So here I am again fighting a battle

I really don't care if I win this time
This war I fight you can't see what you win
So why go on?

I need something or someone
But why now? I never needed anything

I have to be the best, the best
My family is the best
You can't be anything less
Remember you have to win
Win
Nothing less
Understand?
For if you're not the best
You're nothing

Author: Leon Burger
Region P ABE class

INSTRUCTOR SPOTLIGHT

Mrs. Jones teaches reading at Coastal Carolina Community College (CCCC) in the ABE/GED/AHS program. She has taught reading at Coastal for eight years. Before she began working with the Adult Basic Education program Mrs. Jones taught junior high and high school students.

When asked why she wanted to work with the ABE program Mrs. Jones replied, "I wanted to help people who wanted a second chance." She understands that the students in the program have other responsibilities (families and jobs) and that it takes courage and commitment to deal with those responsibilities and the classes too. While talking with Mrs. Jones you get the feeling that she enjoys her students. She admits that she does enjoy them and has much admiration and respect for them.

One may wonder why a teacher decides to teach a particular subject. Mrs. Jones chose to teach reading because she feels that reading is the basis from which you learn to do almost everything. Some things are learned through demonstration, but not everything. To cook a meal from a recipe, to drive a car following road signs and maps, to write a check, to read a computer screen and other skills require the ability to read. According to Mrs. Jones reading is, "The most important skill you can have." After making this statement Mrs. Jones told the story of a friend who married a woman from another country. This woman could not read English. One day she went to the grocery store and picked up a can of Crisco. On the front of the can was a picture of a cherry pie. The woman thought the can contained small cherry pies. Because she could not read, she relied on the picture. Pictures do not always give a true meaning.

When asked if she had a message to convey to students Mrs. Jones replied with this, "Reading is an important skill. It should be a part of our lives. Stay in the program and be proud of your success."

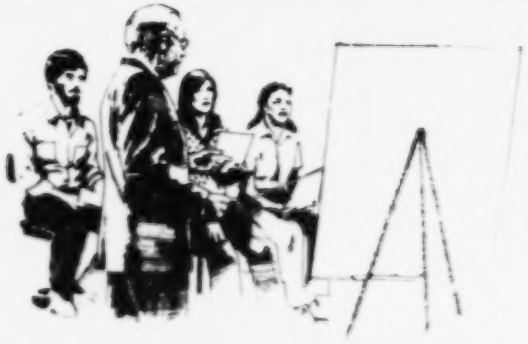
AN EDUCATION DOES PAY

Valerie King decided to get her GED because she wanted to better herself. She felt that there was not much she could do without it. After receiving her GED in the fall of 1986, Valerie said that she felt much better about herself.

Before graduating from the GED program, Valerie applied for a job at Camp Lejeune. During her interview, the employer noted that Valerie was studying to receive her GED. The employer was impressed. He told Valerie that such a decision showed initiative and counted as points in her favor.

Valerie received the job and has really enjoyed it. She feels that Coastal has a good program and says that she enjoyed the time she was enrolled in classes. To students now enrolled in classes Valerie says, "Keep at it."

CONGRATULATIONS VALERIE ON A JOB WELL DONE !!!



ENGLISH AS A SECOND LANUAGE

Imagine moving to another country. You can not speak, read or write the language very well or maybe not at all. Where could you go for help? If you are in Jacksonville, North Carolina you can attend class at Coastal Carolina Community College.

CCCC offers English as a Second Language(ESL) classes on campus and at Camp Lejeune. These classes are aimed at teaching foreign born people how to speak, read and write English. Students in ESL classes come from many different countries.

Learning a new language is a lot like starting over. Students must learn the sounds of letters, how to spell words, parts of speech, and how to express themselves on paper. The ESL instructors use various materials to make the class as helpful and interesting as possible.

In order to learn one must practice. In the ESL classes students practice writing and speaking in English. In one ESL class, students keep notebook journals. This gives them a chance to use English in a fun, creative way. Newspapers, job applications and other materials are also used in these classes. The newspaper is a good reading tool that gives the student an opportunity to find out about current events. Using the job application as a learning tool gives students a practical skill that they can use when looking for a job. The more advanced ESL students are learning how to use the computers in the General Studies Center.

After completing the ESL class, the student now knows two languages. Some go on to take classes in the ABE/GED program and eventually receive the GED certificate. After this is accomplished, the possibilities are endless.

HELPING YOUR FELLOW STUDENT

The counseling staff is constantly being made aware of the need for a student car pool. It concerns us when we hear about a student who really wants to attend class, but cannot due to lack of transportation.

The only solution available right now is for students to help each other. If you know of a student who lives near you that needs a ride, help that student by sharing a ride. Let that be your good deed for the day. If you need a ride, ask the students in your class if someone is willing to share a ride with you.

GED/AHS GRADUATION

On December 18, 1986, 78 students graduated from the GED/AHS program. The ceremony took place in the auditorium of the Fine Arts building. The families, friends and instructors of the graduates showed up in full force and filled the auditorium to capacity.

Rev. Gerry Hutchinson was the speaker. In his message he expressed his feelings of pride and encouraged students to look upon graduation as a beginning and not as an ending.

The Here's News staff would like to commend all the graduates for a job well done.

CONGRATULATIONS GRADUATES !!

WELCOME

The Here's News staff would like to welcome

SHARON MCGINNIS

Sharon is the new ABE Coordinator.

COASTAL CAROLINA COMMUNITY COLLEGE
GENERAL STUDIES CENTER

Date _____

Dear _____,

We have missed you in _____ *and hope that you will be back soon.*

As you know, the study program that you have chosen will be the key to a better future for you and your family.

We hope that you will come back and continue studying again soon.

_____
Instructor/Coordinator

Please check the reason that you are not attending.

( ) 1. Child care problems
( ) 2. No transportation
( ) 3. Illness
( ) 4. Personal/Family responsibilities
( ) 5. Class times conflict with work hours
( ) 6. Other (please list reasons)

_____
_____
_____

Do you plan to come back? __*Yes* __*No*

PLEASE MAIL TODAY!!!

Coastal Carolina Community College
General Studies Center
444 Western Blvd.
Jacksonville, NC 28540